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ABSTRACT

Presented in this report are the results of a study conducted by the Texas School for the Deaf to determine the outcome of deaf students as a result of their educational experiences, as well as to gather occupational information about deaf workers. Of a total of 410 persons who left the school between September 1965 and May 1970 at the age of 14 or older, information was collected from 331. When analyzed, the data revealed these findings: (1) 54 percent of the respondents were engaged in widespread occupational endeavors; (2) 7 percent were full-time housewives; (3) 14 percent were students; and (4) The remaining 25 percent were neither housewives, students, or workers, and not all were interested in employment; in fact, 21 percent were found to be unemployed. Well over half of the students who left the school received some subsequent formal training and were working in fields and positions for which they were trained. (SN)

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AN EMPLOYMENT ANALYSIS OF DEAF WORKERS IN TEXAS

DEVELOPED JOINTLY BY

TEXAS SCHOOL FOR THE DEAF

AND

DIVISION OF OCCUPATIONAL RESEARCH AND DEVELOPMENT
DEPARTMENT OF OCCUPATIONAL AND TECHNICAL EDUCATION

TEXAS EDUCATION AGENCY

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THE NAMES OF ALL THE INDIVIDUALS WHO PROVIDED ASSISTANCE TO THE PROJECT STAFF ARE TOO NUMEROUS TO LIST. MEMBERS OF THE STAFF OF TEXAS SCHOOL FOR THE DEAF GAVE MANY HOURS BEYOND THEIR REGULAR DUTIES TO HELP THE PROJECT STAFF. OLIVIA VILLARREAL, PROJECT SECRETARY, SERVED AS TRANSLATOR IN CONTACTS WITH SUBJECTS WHO USED THE SPANISH LANGUAGE. MRS. HELEN SEWELL GAVE GENEROUS AMOUNTS OF TIME TO CONSULT REGARDING THE LANGUAGE OF THE QUESTIONNAIRE AND COVER LETTER. SEVERAL MEMBERS OF THE TEXAS REHABILITATION COMMISSION STAFF OFFERED HELP AND ADVICE. FINALLY, THE PROJECT STAFF IS INDEBTED TO THE FORMER STUDENTS OF TEXAS SCHOOL FOR THE DEAF, WHO GAVE OF THEIR TIME AND SHARED THEIR PERSONAL EXPERIENCES. WITHOUT THEIR INTEREST AND COOPERATION THIS PROJECT WOULD HAVE BEEN IMPOSSIBLE. THE PROJECT STAFF HOPES THAT THIS STUDY WILL HELP TO PROVIDE, ULTIMATELY, A BRIGHTER FUTURE FOR ALL DEAF YOUTH.

BOBBYE STEAKLEY TUTT
PROJECT COORDINATOR

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I. SUMMARY

THIS PROJECT, AN EMPLOYMENT ANALYSIS OF YOUNG DEAF PEOPLE, WAS INITIATED TO MEET TWO MAJOR NEEDS--TO DETERMINE WHAT HAPPENS TO DEAF STUDENTS AS A RESULT OF THEIR EDUCATIONAL EXPERIENCES, AND TO PROVIDE OCCUPATIONAL INFORMATION ABOUT DEAF WORKERS. NO FORMAL FOLLOW-UP OF FORMER STUDENTS OF TEXAS SCHOOL FOR THE DEAF OR ANALYSIS OF THE EMPLOYMENT OF DEAF PEOPLE IN TEXAS HAD EVER BEEN CONDUCTED. THE FIRST OBJECTIVE OF THIS PROJECT WAS TO SECURE DETAILED VOCATIONAL INFORMATION FROM FORMER STUDENTS; THE SECOND OBJECTIVE WAS TO DISSEMINATE THIS INFORMATION TO INDIVIDUALS AND ORGANIZATIONS OPERATING PROGRAMS FOR DEAF PEOPLE. THE THIRD OBJECTIVE WAS TO USE THE INFORMATION FROM THIS PROJECT IN PLANNING TO SERVE BETTER THE NEEDS OF DEAF STUDENTS IN THE FUTURE.

USING SCHOOL RECORDS, THE PROJECT STAFF IDENTIFIED 410 FORMER STUDENTS WHO LEFT TEXAS SCHOOL FOR THE DEAF BETWEEN SEPTEMBER 1965 AND MAY 1970 AT THE AGE OF FOURTEEN OR OLDER. OF THE 410, 3 WERE DECEASED, 34 HAD TRANSFERRED TO OTHER SECONDARY SCHOOLS, AND 42 COULD NOT BE LOCATED. QUESTIONNAIRES (APPENDIX A) WERE MAILED TO THE REMAINING 373 FORMER STUDENTS. AFTER SEVERAL EFFORTS TO INSURE MAXIMUM RETURN, INFORMATION WAS GATHERED FROM 331 (88.7%) OF THE 373. ALSO, THE PROJECT STAFF GATHERED INFORMATION FROM FORMER STUDENTS' RECORDS ON THE EDUCATIONAL DATA FORM (APPENDIX B). INFORMATION ABOUT DEMOGRAPHIC, EDUCATIONAL, AND HEARING LOSS CHARACTERISTICS OF THE 331 RESPONDENTS ARE REPORTED IN CHAPTER IV, ALONG WITH INFORMATION GATHERED FROM SCHOOL RECORDS ABOUT ADDITIONAL HANDICAPS.

In regard to employment, 54% of the 331 respondents were working in a wide variety of occupations. Pay of the employed former students varied by sex, race, occupational standing, and industry; the mean weekly pay of full-time workers was $91. In Chapter IV additional employment information, such as length of time worked on the present job, is reported. Of the 331 respondents, 7% were full-time housewives and 14% were students in a formal training or educational program. The remaining 25% were not housewives, students, or workers, and not all wanted or were able to seek work. Unemployment was estimated at 21%. Over half (56%) of the respondents reported receiving some type of formal training or education after leaving Texas School for the Deaf. Of those who received post-school training, most had been assisted by Vocational Rehabilitation, and 70% had been employed in work appropriate to their training.

One significant implication of the findings of this project is the critical role of personal-social development in career development. In conclusion, the project staff recommends that first, increased efforts be made to involve parents, employers, deaf adults and others in planning for the career development of deaf students. The second recommendation is that consideration be given to implementing a total program of career education, in and out of the classroom, including personal and vocational guidance; and third, that efforts to follow-up former students be continued, including a brief annual survey and a restudy of this project's group of former students five years from now.

II. PROBLEM

Introduction

The purpose of this introductory chapter is to provide a framework, background information and perspective for the project report which follows. A brief description of the history and programs of the Texas School for the Deaf, reasons for initiating this project, a survey of the literature, and the objectives of the project are included in this chapter. Established in 1856, Texas School for the Deaf is now one of the larger residential schools for hearing-impaired students in the United States. Students range in age from five and one-half to twenty-one, and must have an impairment of hearing great enough to prevent progress in community public school programs. Also, the parents or guardians of students must be legal residents of Texas. Individuals with additional handicapping conditions must be able to function in a group living situation and progress in the educational programs in order to be accepted and retained. The total school population averages approximately 715, with one-sixth day students and five-sixths residential students. The school places primary emphasis on academic achievement, and includes a Preparatory Program, The Primary School, Lower School, Middle School, Upper School, Vocational Department, and a new Vocational Evaluation, Training and Job Placement Program. The school is fully accredited. All students are referred to the Texas

REHABILITATION COMMISSION WHEN THEY LEAVE SCHOOL.

SINCE THE MAIN FOCUS OF THIS REPORT IS VOCATIONAL A MORE COMPLETE DESCRIPTION OF THE VOCATIONAL PROGRAMS FOLLOWS. THE VOCATIONAL DEPARTMENT OFFERS PREVOCATIONAL AND VOCATIONAL COURSES IN THE AREAS OF AUTO MECHANICS, BODY AND FENDER REPAIR, AUTOMOTIVE PAINTING, BAKING, BUSINESS TRAINING, CLEANING AND PRESSING, DRAFTING, GRAPHIC ARTS, HOMEMAKING, GROOMING, LITHOGRAPHY, METAL WORK (SHEET AND LATHE), PHOTOGRAPHY, TYPING, UPHOLSTERY, WELDING, AND WOODWORKING. EACH STUDENT FOURTEEN YEARS OF AGE AND OLDER SPENDS TWO HOURS PER DAY IN THE VOCATIONAL DEPARTMENT, AND WILL TAKE COURSES IN A VARIETY OF AREAS. THE PURPOSE OF THE PROGRAM IS NOT TERMINAL VOCATIONAL TRAINING, BUT TRAINING IN GOOD WORK HABITS AND ATTITUDES, TOOL AND MATERIAL HANDLING, AND READINESS FOR FURTHER VOCATIONAL TRAINING WHETHER ON-THE-JOB OR IN A SCHOOL SETTING.

THE TEXAS SCHOOL FOR THE DEAF IS IN THE THIRD PHASE OF A PROGRAM DESIGNED TO PROVIDE VOCATIONAL EVALUATION AND JOB TRAINING FOR MULTI-HANDICAPPED DEAF STUDENTS. THIS PROGRAM IS PATTERNED AFTER THE TOWER EVALUATION SYSTEM WHICH HAS BEEN USED EXTENSIVELY IN REHABILITATION SETTINGS. AFTER EVALUATION OF VOCATIONAL POTENTIAL IN FIVE GENERAL TRADE AREAS, THE MULTI-HANDICAPPED STUDENT IS THEN GIVEN TERMINAL VOCATIONAL TRAINING IN THE AREA MOST APPROPRIATE FOR HIM. THE TRAINING AREAS ARE BUILDING MAINTENANCE, CONSTRUCTION TRADES, BASIC ELECTRICAL REPAIR, COMMERCIAL ART, AND HORTICULTURE. AFTER TRAINING, THE STUDENT IS PLACED IN SUITABLE EMPLOYMENT WITH THE ASSISTANCE OF HIS REHABILITATION COUNSELOR. THE PROGRAM WAS DESIGNED TO MEET THE NEEDS OF STUDENTS WHO WERE UNABLE, BECAUSE OF ADDITIONAL HANDICAPS, TO PARTICIPATE IN THE

REGULAR EDUCATIONAL PROGRAMS OF THE SCHOOL.

THIS PROJECT, AN EMPLOYMENT ANALYSIS OF YOUNG DEAF PEOPLE, WAS INITIATED TO MEET TWO MAJOR NEEDS--TO DETERMINE WHAT HAPPENS TO DEAF STUDENTS AS A RESULT OF THEIR EDUCATIONAL EXPERIENCES, AND TO PROVIDE OCCUPATIONAL INFORMATION ABOUT DEAF WORKERS. ONE OF THE GOALS OF EDUCATION OF THE DEAF HAS ALWAYS BEEN TO PREPARE STUDENTS FOR THE WORLD OF WORK. IN THE EARLY HISTORY OF TEXAS SCHOOL FOR THE DEAF, THERE WAS NOT ENOUGH MONEY FROM LEGISLATIVE APPROPRIATIONS TO SUPPORT THE OPERATIONS OF THE SCHOOL IN THE DIFFICULT YEARS FOLLOWING THE CIVIL WAR. HOWEVER, THE STUDENTS AND TEACHERS WERE ABLE TO SUPPORT THEMSELVES BY THEIR VOCATIONAL PURSUITS--FARMING, RAISING SHEEP, AND USING THE WOOL TO MAKE THEIR CLOTHES. LATER, IN 1876, A MECHANICAL DEPARTMENT BUILDING WAS CONSTRUCTED, AND THE VOCATIONAL TRAINING PROGRAM HAS CONTINUED WITH AN ENLARGED PHYSICAL PLANT AND STAFF. (1) WHEN DR. IRVING S. FUSFIELD SURVEYED THE TEXAS SCHOOL FOR THE DEAF IN 1940, ONE OF HIS RECOMMENDATIONS IN REGARD TO VOCATIONAL TRAINING WAS "STEPS SHOULD BE TAKEN TO ESTABLISH A CAREFUL OCCUPATIONAL FOLLOW-UP RECORD OF FORMER PUPILS AS A CHECK UPON THE TRADES TRAINING." (2) THIS RECOMMENDATION WAS SECONDED BY DR. EDMUND BOATNER'S SURVEY IN 1948. (3) WHILE MEMBERS OF THE SCHOOL STAFF CONTINUED PERSONAL, INFORMAL EFFORTS TO KEEP IN TOUCH WITH FORMER STUDENTS THROUGH THE YEARS, PERSONNEL AND RESOURCES WERE NOT AVAILABLE FOR A THOROUGH AND SYSTEMATIC FOLLOW-UP STUDY.

ONE OF THE NEEDS FOR FOLLOW-UP WAS STATED BY DR. FUSFIELD--TO DETERMINE WHAT HAPPENS TO DEAF STUDENTS OR CLIENTS AS A RESULT OF THEIR EDUCATIONAL EXPERIENCE. MORE RECENTLY, IN 1969, THE REGIONAL CONFERENCE FOR COORDINATING REHABILITATION AND EDUCATION SERVICES FOR THE DEAF -

REGION VIII RECOMMENDED:

> THERE IS A NEED FOR FOLLOW-UP STUDIES OF GRADUATES OF PROGRAMS FOR THE DEAF TO ASSESS SOCIAL ADJUSTMENT, COMMUNICATION SKILLS, AND JOB STABILITY. (4)

ANOTHER NEED IS TO GATHER VALUABLE OCCUPATIONAL INFORMATION. WHILE KNOWLEDGE OF THE WORLD OF WORK IS IMPORTANT FOR ALL INDIVIDUALS, THIS KNOWLEDGE IS CRITICAL FOR THE DISABLED INDIVIDUAL. HEARING-IMPAIRED PERSONS, ESPECIALLY THOSE WITH PRELINGUAL HEARING LOSSES, HAVE BEEN DEPRIVED OF MANY OF THE USUAL COMMUNICATIONS AND EXPERIENCES WITH WORK AND WORKERS BY SENSORY IMPAIRMENT AND RESTRICTED CONTACTS. (5) THEREFORE, SCHOOLS AND AGENCIES SERVING HEARING-IMPAIRED INDIVIDUALS MUST MAKE SPECIAL EFFORTS TO SUPPLY INFORMATION ABOUT THE WORLD OF WORK. (6) COUNSELORS, GUIDANCE WORKERS, AND VOCATIONAL EDUCATION PERSONNEL NEED TO KNOW WHERE STUDENTS, BOTH GRADUATES AND DROPOUTS, OBTAIN THEIR FIRST JOBS. THIS TYPE OF OCCUPATIONAL INFORMATION CAN ASSIST COUNSELORS IN BRINGING TOGETHER THE INTERESTS AND APTITUDES OF CLIENTS WITH THE EMPLOYMENT OPPORTUNITIES IN THE AREA WHERE THEY WILL BE SEEKING WORK. IN ORDER TO PREVENT THE FRUSTRATION OF OCCUPATIONAL PLANS, STUDENTS AND CLIENTS MUST BASE CHOICES UPON A REALISTIC VIEW OF THE KINDS OF JOBS THAT WILL BE AVAILABLE TO THEM. "THIS REALISTIC VIEW IS BEST OBTAINED BY LEARNING WHAT JOBS PREVIOUS DROPOUTS AND GRADUATES WERE ABLE TO GET." (7)

REVIEW OF LITERATURE

OTHER WRITERS HAVE NOTED THE LACK OF RESEARCH ON THE DEAF POPULATION: NOT EVEN ACCURATE CENSUS DATA ARE PRESENTLY AVAILABLE. (8) IN PROGRESS NOW, THE NATIONAL CENSUS OF THE DEAF WILL PROVIDE VALUABLE

DEMOGRAPHIC DATA ABOUT THE DEAF POPULATION OF THE UNITED STATES AS WELL AS NATIONAL OCCUPATIONAL INFORMATION. SINCE 1925 TWO NATIONAL SURVEYS OF THE DEAF HAVE BEEN CONDUCTED, ONE DURING THE DEPRESSION (9) AND ONE DURING 1956 TO 1959. (10) IN THE LATTER SURVEY, LUNDE AND BIGMAN REPORTED OCCUPATIONAL CONDITIONS IN A GROUP OF 10,101 DEAF PERSONS WHO WERE LARGELY WHITE MALES. IN THIS GROUP, THE WORKERS WERE CONCENTRATED IN SKILLED AND SEMISKILLED OCCUPATIONS, HAD ABOVE-AVERAGE MEDIAN EARNINGS, AND WERE EMPLOYED MAINLY IN MANUFACTURING. ALAN CRAMMATTE HAS PUBLISHED A NATIONWIDE STUDY OF 87 DEAF INDIVIDUALS IN PROFESSIONAL EMPLOYMENT. (11) MANY SCHOOLS AND TRAINING CENTERS HAVE REPORTED THE OCCUPATIONS FOLLOWED BY THEIR GRADUATES, INCLUDING A THOROUGH REPORT ON DEAF WOMEN GRADUATES OF THE LEXINGTON SCHOOL FOR THE DEAF. (12)

SEVERAL STUDIES HAVE BEEN CONDUCTED TO DETERMINE THE OCCUPATIONAL STATUS OF THE DEAF POPULATION WITHIN A SPECIFIC GEOGRAPHICAL AREA. SCHEIN (13) FOUND THE WHITE DEAF ADULTS OF WASHINGTON, D.C. TO HAVE ABOVE AVERAGE EARNINGS; THE NONWHITE HAD LOWER EARNINGS AND HIGHER RATES OF UNEMPLOYMENT. IN A SURVEY OF THE DEAF POPULATION OF NEW YORK, RAINER ET. AL. REPORTED THAT DEAF WORKERS WERE CONCENTRATED IN SKILLED AND SEMISKILLED OCCUPATIONS. (14) ONLY 4% HAD MORE THAN A HIGH SCHOOL EDUCATION, WHILE 16% HAD DROPPED OUT OF SCHOOL BEFORE AGE SIXTEEN. AT THE TIME OF LEAVING SCHOOL, 30% OF THE TOTAL DID NOT RECALL HAVING ANY VOCATIONAL PLANS. (15) IN SEPTEMBER 1969 THE TEXAS REHABILITATION COMMISSION REPORTED EARNINGS OF 585 CLIENTS WHO HAD BEEN CLOSED AS REHABILITATED IN TEXAS IN 1968. INCLUDED WERE 37 INDIVIDUALS WITH A DISABILITY OF HEARING IMPAIRMENT, BOTH DEAF AND HARD-OF-HEARING, WHOSE

AVERAGE EARNINGS AT FOLLOW-UP WERE $66 PER WEEK. (16) IN A CAREFUL REVIEW OF THE LITERATURE, NO OTHER INFORMATION WAS FOUND REGARDING EARNINGS OF THE DEAF POPULATION OF TEXAS. TWO MULTI-STATE REGIONAL STUDIES OF YOUNG DEAF ADULTS WERE CONDUCTED BETWEEN 1963 AND 1966, IN NEW ENGLAND (17) AND IN THE SOUTH. (TEXAS WAS NOT INCLUDED IN THE SOUTHERN REGIONAL STUDY.) THE MAIN FINDING IN BOTH OF THE REGIONAL STUDIES WAS THAT NEED AND DEMAND EXISTED FOR REGIONAL REHABILITATION AND TRAINING FACILITIES ESPECIALLY FOR DEAF STUDENTS. ADDITIONALLY, KRONENBURG AND BLAKE REPORTED IN THE SOUTHERN SURVEY THAT YOUNG DEAF MALES UP TO AGE TWENTY-FOUR EARNED APPROXIMATELY THE SAME OR MORE THAN THEIR HEARING PEERS. HOWEVER, ABOVE AGE TWENTY-FIVE HEARING MALES EARNED SIGNIFICANTLY MORE. DEAF FEMALES EARNED MORE THAN HEARING FEMALES AT ALL AGES. ALSO, DEAF FEMALES WERE CONCENTRATED IN HIGHER-RATED OCCUPATIONS THAN THE DEAF MALES, 61% OF WHOM WERE IN SEMISKILLED POSITIONS. UNEMPLOYMENT AMONG THE TOTAL SAMPLE WAS ESTIMATED AT 25%; AMONG THE DEAF MALE SCHOOL DROPOUTS ABOUT ONE-HALF WERE UNEMPLOYED. OF THE TOTAL SAMPLE, 38% HAD BEEN ENROLLED IN SOME TYPE OF POST-SCHOOL ACADEMIC OR VOCATIONAL TRAINING. (18)

IN THE 1950'S AND 1960'S MUCH RESEARCH AND WRITING WAS DIRECTED TOWARD THE FORMULATION OF A USEFUL THEORY OF CAREER DEVELOPMENT. THE DEVELOPMENTAL SELF-CONCEPT THEORY OF DONALD SUPER IS FAIRLY WELL ADVANCED AND SUPPORTED EMPIRICALLY. (19) HE VIEWED CAREER DEVELOPMENT AS A PROCESS CONTINUING THROUGHOUT THE LIFE CYCLE OF AN INDIVIDUAL. THE LIFE STAGES ARE GROWTH (BIRTH TO APPROXIMATELY FOURTEEN), EXPLORATION (APPROXIMATELY FIFTEEN TO TWENTY-FIVE), MAINTENANCE (APPROXIMATELY

TWENTY-SIX TO SIXTY-FIVE) AND DECLINE (SIXTY-SIX AND ON). THE LIFE STAGES MOST CRITICAL IN CAREER DEVELOPMENT ARE EXPLORATION AND MAINTENANCE, AND WITHIN EACH STAGE CERTAIN BEHAVIORS ARE EXPECTED AND APPROPRIATE. SUPER AND OTHERS HAVE HELD THAT VOCATIONAL MATURITY CAN BE MEASURED AT EACH SUB-STAGE BY COMPARING AN INDIVIDUAL'S VOCATIONAL BEHAVIORS TO THE EXPECTED BEHAVIORS, ATTITUDES, AND ACTIVITIES APPROPRIATE TO EACH. WHILE VOCATIONAL DEVELOPMENTAL TASKS MAY BE CARRIED OUT AT ANY AGE, ADOLESCENTS AGED APPROXIMATELY FOURTEEN TO EIGHTEEN ARE ENGAGED IN "CRYSTALLIZING", EIGHTEEN TO APPROXIMATELY TWENTY-ONE IN "SPECIFYING", AND TWENTY-ONE TO APPROXIMATELY TWENTY-FOUR IN "IMPLEMENTING" ACTIVITIES OF VOCATIONAL DEVELOPMENT. SUPER HAS SUGGESTED THAT EXPLORATORY VOCATIONAL BEHAVIOR PROVIDES EXPERIENCES LEADING TO INCREASED SELF-KNOWLEDGE AND VOCATIONAL MATURITY. ACCORDING TO SUPER, PARENTS, EDUCATORS, AND SOCIETY COULD USE THESE THEORETICAL AND EMPIRICAL FINDINGS TO FACILITATE EXPLORATION BY CREATING A SUITABLE ENVIRONMENT OF INDEPENDENCE AND EMOTIONAL SUPPORT. (19)

BUILDING ON GENERAL FINDINGS IN CAREER DEVELOPMENT, OTHER WRITERS HAVE MADE SPECIFIC APPLICATIONS. CRITES, SUMMARIZING RESEARCH ON THE MATURITY OF ADOLESCENT VOCATIONAL ATTITUDES, NOTED THAT "... ADOLESCENTS FROM LESS FAVORED SOCIOECONOMIC AND/OR MINORITY ETHNIC AND RACIAL GROUPS ARE LESS VOCATIONALLY MATURE." (20) GELLMAN, DISCUSSING FACTORS KNOWN TO BE INFLUENTIAL IN VOCATIONAL DEVELOPMENT, POINTED OUT

> ... SOCIAL CLASS, EARLY LIFE EXPERIENCES, PERSONALITY DETERMINANTS, ROLE MODELS, FAMILY RELATIONSHIPS, ATTITUDES AND INTERESTS--ARE INFLUENCED BY A DISABILITY SUCH AS DEAFNESS AND RESULT IN ATYPICAL VOCATIONAL DEVELOPMENT. (6)

THREE TYPES OF EARLY LIFE EXPERIENCES, ACCORDING TO GELLMAN, CAUSE ATYPICAL VOCATIONAL DEVELOPMENT IN DEAF INDIVIDUALS. FIRST, ALTERED PERCEPTIONS OF SELF AND REALITY IN A DEAF CHILD CAUSE SOCIOCULTURAL EXPERIENCES OF A LOWER LEVEL THAN WOULD BE EXPECTED FROM THE SOCIO-ECONOMIC CLASS OF THE FAMILY. SECOND, THE CONSTRICTED LIFE SPACE AND COMMUNICATION DIFFICULTIES OF THE DEAF INDIVIDUAL LIMIT EXPOSURE TO WORK ROLES AND WORK SETTINGS. THIRD, SOCIOCULTURAL IMMOBILITY, BROUGHT ABOUT BY DISCRIMINATION AND FEAR OF REJECTION, REDUCES THE PREVOCATIONAL AND PREPARATORY WORK EXPERIENCES OPEN TO THE NORMAL INDIVIDUAL. (6) IN REFERENCE TO FACTORS KNOWN TO INFLUENCE VOCATIONAL DEVELOPMENT, HANSON, HANCOCK, AND KOPRA FOUND THAT PARENTS OF A SAMPLE OF STUDENTS AT TEXAS SCHOOL FOR THE DEAF WERE LESS WELL EDUCATED THAN THE ADULT POPULATION OF TEXAS--57% OF THE PARENTS HAD NOT COMPLETED HIGH SCHOOL COMPARED TO 21% OF A SAMPLE OF TEXAS ADULTS OVER AGE TWENTY-FIVE. THIS SAME REPORT ALSO INDICATED THAT ONLY 6% OF THE FATHERS OF STUDENTS WERE IN PROFESSIONAL AND TECHNICAL OCCUPATIONS COMPARED TO 12% OF THE MALE POPULATION OF THE UNITED STATES. THE BULK OF THE STUDENTS' FATHERS WERE UNSKILLED LABORERS (26%), OPERATIVES AND SEMISKILLED WORKERS (22%), AND SKILLED CRAFTSMEN, FOREMEN AND KINDRED WORKERS (19%). (21)

> TO THE DEGREE THAT PARENTS INFLUENCE THE EDUCATIONAL DECISIONS OF THEIR OFFSPRING AND TO THE DEGREE THAT SOCIAL CLASS INFLUENCES PARENTAL ATTITUDES ... SOCIAL CLASS FACTORS ARE HIGHLY IMPORTANT IN EDUCATIONAL-VOCATIONAL DECISIONS. (19)

THE OCCUPATIONS THAT INDIVIDUALS ENTER ARE

> ... HIGHLY CORRELATED WITH THEIR FATHERS' OCCUPATIONS. THE WORK VALUES THEY DEVELOP ARE STIMULATED BY THE SOCIAL CONTEXT IN WHICH THEY GROW UP AND APPEAR TO BE CONSIDERABLY

DIFFERENT FROM ONE SOCIAL CLASS TO ANOTHER. (19)

MANY DEAF INDIVIDUALS HAVE A SERIOUS EDUCATIONAL DISABILITY WHICH MAY BE MORE VOCATIONALLY HANDICAPPING THAN HEARING LOSS. THE LOW LEVEL OF EDUCATIONAL ACHIEVEMENT AMONG DEAF SCHOOL LEAVERS HAS BEEN DOCUMENTED. ACCORDING TO ONE COMPILATION, 60% OF DEAF SCHOOL LEAVERS ACHIEVE AT A GRADE LEVEL OF 5.3 OR BELOW. ONLY 3 TO 5% ACHIEVE A 10.0 GRADE LEVEL OR ABOVE. (22) SINCE EMPLOYERS OFTEN PREFER A HIGH SCHOOL EDUCATION EVEN FOR ENTRY JOBS, THE DEAF SCHOOL LEAVER FACES GREAT COMPETITION FOR JOBS FROM THE 60% OF THE LABOR FORCE WITH A HIGH SCHOOL EDUCATION. (23) AS A GROUP, DEAF WORKERS ARE UNDER-REPRESENTED IN PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS. PART OF THE REASON MAY BE THE RAPID OR LARGE-GROUP COMMUNICATION REQUIREMENTS OF THESE OCCUPATIONS, BUT A MORE LIKELY EXPLANATION IS THAT PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS REQUIRE HIGH EDUCATIONAL ACHIEVEMENT. LUNDE AND BIGMAN FOUND A CLOSE RELATIONSHIP BETWEEN EDUCATION AND INCOME IN THEIR SAMPLE OF DEAF WORKERS, AS IS THE SITUATION IN THE GENERAL POPULATION. (10) STAHLER AND OTHERS HAVE AMASSED CONSIDERABLE EVIDENCE RELATING TO UNDEREMPLOYMENT AMONG DEAF WORKERS. STAHLER FELT THAT UNDEREMPLOYMENT RESULTED FROM LOW EDUCATIONAL ACHIEVEMENT, OBSOLETE VOCATIONAL TRAINING, COMMUNICATION PROBLEMS, AND LACK OF DESIRABLE WORK TRAITS SUCH AS DEPENDABILITY AND AMBITION. (23) VERNON TRACED UNDEREMPLOYMENT PRIMARILY TO LACK OF EDUCATIONAL ACHIEVEMENT. (22) UNDEREMPLOYMENT MAY ALSO REFER TO THE STEREOTYPING OF CERTAIN LOWER-LEVEL JOBS AS "SUITABLE FOR THE DEAF," WHICH PERPETUATES PLACEMENT IN THESE JOBS. (6) MICHAEL RODDA FOUND THAT ENGLISH HEARING IMPAIRED SCHOOL LEAVERS SHOWED A DECREASED

LEVEL OF VOCATIONAL ASPIRATION WITH EARLIER AND MORE SEVERE HEARING LOSS. THE CONGENITALLY DEAF GROUP PREFERRED AND EXPECTED TO HOLD LOWER-LEVEL JOBS. RODDA FELT THAT THIS SITUATION COULD RESULT IN OCCUPATIONAL UNDERACHIEVEMENT AND DISSATISFACTION IN LATER LIFE. (24)

WHEN ANALYZING THE PRESENT EMPLOYMENT SITUATION OF YOUNG DEAF PEOPLE, CURRENT TRENDS IN THE LABOR MARKET MUST BE CONSIDERED. THE 1970'S ARE A VERY DIFFERENT WORLD FOR YOUNG WORKERS, HEARING OR DEAF, AND UNEMPLOYMENT AMONG THEM REMAINS HIGH. IN THE PAST, DEAF WORKERS HAD A RECORD OF STEADY EMPLOYMENT, BUT UNEMPLOYMENT IS RISING IN THE OPINION OF SOME WRITERS. (25) HOLDT REPORTED IN 1970 THAT 9% OF OREGON'S ESTIMATED DEAF POPULATION WAS RECEIVING WELFARE, COMPARED TO .08% OF THE GENERAL POPULATION. (26) IF OREGON'S EXPERIENCE IS INDICATIVE OF A GROWING PROBLEM, THEN THE FOLLOWING FOUR LABOR MARKET TRENDS ASSUME EVEN MORE SIGNIFICANCE. FIRST, THE ENORMOUS INCREASE IN BIRTHS FOLLOWING WORLD WAR II HAS RESULTED IN THE LARGEST TEN-YEAR INCREASE IN THE LABOR FORCE IN U. S. HISTORY FROM 1965-1975. IN THE 1950'S, YOUNG WORKERS COMPOSED ONLY 5% OF THE LABOR FORCE INCREASE; IN THE PERIOD 1965-1975, 37%. (27) SECOND, THE NUMBER OF WORKING WOMEN HAS INCREASED RAPIDLY; ESTIMATES ARE THAT THE AVERAGE YOUNG WOMAN WILL SPEND 25 YEARS OF HER LIFE AS A WORKER EVEN IF SHE MARRIES AND HAS CHILDREN. THIRD, THE SERVICE-PRODUCING SECTOR OF THE ECONOMY IS EXPERIENCING THE MOST RAPID GROWTH, AND IS NOW THE LARGEST EMPLOYER OF WORKERS. (28) INTERESTINGLY, MOST OF THE GROWTH IN GOVERNMENT JOBS WILL BE IN STATE AND LOCAL GOVERNMENT. IN THE GOODS-PRODUCING SECTOR, ONLY THE CONTRACT CONSTRUCTION INDUSTRY IS EXPECTED TO

EXPERIENCE RAPID GROWTH. FOURTH, MORE WHITE COLLAR JOBS ARE NOW AVAILABLE THAN BLUE COLLAR JOBS, AND SERVICE JOBS WILL INCREASE SUBSTANTIALLY BY 1975. THE ONE EXCEPTION TO SLOW GROWTH OF BLUE COLLAR JOBS IS THE AREA OF SKILLED CRAFTSMEN, PARTICULARLY MECHANICS AND REPAIRMEN, METALWORKERS, BUILDING TRADES OCCUPATIONS, AND FOREMEN. (29)

WITH THE INEXORABLE ADVANCE OF TECHNOLOGY AND AUTOMATION, GREAT CHANGES WILL TAKE PLACE IN THE EDUCATION AND TRAINING REQUIREMENTS OF JOBS. SOME AUTOMATED EQUIPMENT CAN BE OPERATED BY LESS-SKILLED WORKERS BUT LESS THAN 5% OF THE AVAILABLE JOBS IN THE 1970'S WILL OPEN TO THE UNSKILLED. HOWEVER, THE BUREAU OF LABOR STATISTICS HAS ESTIMATED THAT 80% OF THE JOBS FILLED DURING THE 1970'S WILL NOT REQUIRE A COLLEGE DEGREE IF THE WORKER HAS THE REQUIRED SKILLS. IN GENERAL, EDUCATIONAL REQUIREMENTS FOR THE MOST PLENTIFUL JOBS WILL GO UP, EVEN THOUGH PRELIMINARY EVIDENCE INDICATES THAT MORE EDUCATION DOES NOT NECESSARILY LEAD TO BETTER JOB PERFORMANCE, FASTER PROMOTIONS, OR MORE SALARY INCREASES. (30) THE ONE EXCEPTION TO THE RULE OF INCREASING EDUCATIONAL REQUIREMENTS IS THE SERVICE INDUSTRY. JOBS IN THIS AREA WILL BE INCREASING RAPIDLY, AND WILL OFFER GOOD OPPORTUNITIES FOR LESS-SKILLED WORKERS. (29) THE RELATIONSHIP BETWEEN UNEMPLOYMENT AND EDUCATION MUST BE REEMPHASIZED, HOWEVER. CURRENTLY, TWO OUT OF THREE OF THE UNEMPLOYED HAVE LESS THAN A HIGH SCHOOL EDUCATION, AND THE UNEMPLOYMENT RATE FOR HIGH SCHOOL DROPOUTS AGE SIXTEEN TO TWENTY-ONE WAS 22% IN OCTOBER 1970. (31) BY 1965, THE AVERAGE AMERICAN WORKER HAD 12.2 YEARS OF EDUCATION, PUTTING THE LESS WELL-EDUCATED AT A DISADVANTAGE IN COMPETING FOR MORE DESIRABLE JOBS. ONE OF THE MOST SIGNIFICANT FACTS ABOUT UNEMPLOYMENT IS THE HIGH RATE AMONG YOUNG

PEOPLE. IN RECENT YEARS THE RATE AMONG PEOPLE SIXTEEN TO TWENTY YEARS WAS THREE TIMES THE NATIONAL RATE. AMONG THOSE TWENTY TO TWENTY-FOUR, THE RATE WAS ONE AND ONE-HALF THE NATIONAL AVERAGE. WHILE HIGHER UNEMPLOYMENT AMONG YOUNG WORKERS IS EXPECTED BECAUSE OF INEXPERIENCE AND FREQUENT JOB CHANGES, EDUCATION IS THE MOST SIGNIFICANT FACTOR. (27) FROM THE FOREGOING, THE EMPLOYMENT PROBLEMS OF THE YOUNG MULTI-HANDICAPPED DEAF PERSON BECOME OBVIOUS. PERHAPS 15% TO 35% OF THE DEAF STUDENTS DROPPED OR EXCLUDED FROM EDUCATIONAL PROGRAMS AT AGE SIXTEEN OR LESS HAVE MULTIPLE HANDICAPS. AMONG THIS GROUP OF YOUNG PEOPLE, LARGE NUMBERS ARE UNEMPLOYED, ON WELFARE, IN INSTITUTIONS, OR DEPENDENT ON FAMILIES. (32)

AS PREVIOUSLY MENTIONED, AGE AND EDUCATION ARE SIGNIFICANT FACTORS IN UNEMPLOYMENT. TWO OTHER FACTORS WHICH MUST BE INCLUDED ARE RACE AND MOBILITY. UNEMPLOYMENT AMONG NONWHITE WORKERS HAS REMAINED HIGH, ESPECIALLY AMONG YOUNG NONWHITE WORKERS. THIS HIGH RATE WENT UP IN 1970, AND WAS DOUBLE THE WHITE UNEMPLOYMENT RATE FOR PERSONS AGE SIXTEEN TO NINETEEN. (33) REGARDING MOBILITY, ABOUT 6 1/2% OF THE UNITED STATES POPULATION MIGRATES ACROSS COUNTY AND STATE LINES EACH YEAR. THE MIGRATION RATE VARIES WITH AGE, AND EDUCATIONAL LEVEL; THE BETTER-EDUCATED HAVE A HIGHER RATE OF MIGRATION. GENERALLY, THE UNEMPLOYED WHO MOVE ARE MORE LIKELY TO FIND JOBS. IN A FEBRUARY 1963 STUDY, YOUNG PEOPLE AGE SIXTEEN TO TWENTY-ONE WHO DID NOT MOVE HAD AN UNEMPLOYMENT RATE OF 31%, COMPARED TO 23% FOR THOSE WHO MOVED. INFORMED MIGRATION, TO AREAS OF GREATER ECONOMIC OPPORTUNITY, CAN INCREASE THE CHANCES OF EMPLOYMENT. (27)

SOME ADDITIONAL COMMENTS ABOUT INCOME OF YOUNG WORKERS FOLLOW,

WITH BACKGROUND ABOUT THE PROBLEMS OF COMPARING INCOME DATA. FIRST, INCOME IS DIFFICULT TO COMPARE, VARYING AS IT DOES BY SUCH CHARACTERISTICS AS SEX, COLOR, AGE, MARITAL STATUS, AND FAMILY SIZE. ADDITIONALLY, LEVEL OF EDUCATION, GEOGRAPHIC LOCATION, THE STRENGTH OF UNIONS, THE DIFFERENCE BETWEEN INDUSTRIES, AND THE STANDARDS OF DIFFERENT JOB MARKETS INFLUENCE INCOME. SECOND, INCOME IS CLOSELY RELATED TO AN INDIVIDUAL'S STAGE OF CAREER DEVELOPMENT. LOWER IN THE EARLY WORKING YEARS, INCOME GOES UP WITH EXPERIENCE AND GENERALLY PEAKS BETWEEN FORTY-FIVE TO FIFTY-FOUR. (27) BECAUSE YOUNG WORKERS LACK EXPERIENCE, ARE IN THE EARLY STAGES OF CAREER DEVELOPMENT, AND TEND TO MOVE AND CHANGE JOBS MORE OFTEN, THEIR INCOME CAN BE EXPECTED TO BE LOWER THAN THE AVERAGE FOR WORKERS OF ALL AGES. THIRD, TYPE OF OCCUPATION CHOSEN INFLUENCES INCOME; YOUNG WORKERS MAY BE LIMITED BY THEIR AGE, EXPERIENCE, AND EDUCATION. VERY YOUNG PEOPLE AGE SIXTEEN TO NINETEEN WERE MORE LIKELY TO BE EMPLOYED AS LABORERS OR IN SERVICE OCCUPATIONS THAN PERSONS TWENTY TO TWENTY-FOUR. "THESE OCCUPATIONS ARE MAJOR SOURCES OF JOBS FOR TEENAGERS BECAUSE THEY GENERALLY DO NOT REQUIRE A HIGH SCHOOL DIPLOMA OR ANY TRAINING OR EXPERIENCE." (33) IN OCTOBER 1970, EMPLOYED MEN AGE SIXTEEN TO TWENTY-ONE WERE 21.3% WHITE COLLAR WORKERS, 66.8% BLUE COLLAR WORKERS, 6.2% SERVICE WORKERS, AND 5.7% AGRICULTURAL WORKERS. MORE WOMEN THE SAME AGE WERE IN WHITE COLLAR JOBS--64.8%--AND SERVICE JOBS--19.7%. (33) FOURTH, THE GENERAL ECONOMIC CONDITIONS PREVAILING INFLUENCE INCOME. THE YEARS 1970 AND 1971 WERE PERIODS OF SOME DOWNTURN IN BUSINESS ACTIVITY, JOB CUTBACKS, AND INCREASING UNEMPLOYMENT. FIFTH, SEX AND COLOR CUT ACROSS OTHER FACTORS TO

INFLUENCE INCOME. IN A SPECIAL STUDY OF THE INCOME OF YOUNG WORKERS AGE SIXTEEN TO TWENTY-ONE, MEN EARNED MORE THAN WOMEN AND WHITES EARNED MORE THAN NONWHITES. IN THIS SAME STUDY, YOUNG WORKERS IN THE SOUTH EARNED LESS THAN THOSE IN THE NORTH AND WEST; THOSE LIVING IN LARGER URBAN AREAS EARNED MORE, WITH THOSE IN NONPOVERTY METROPOLITAN AREAS EARNING THE MOST. YOUNG FULL-TIME WORKERS EARNED MORE PER HOUR THAN YOUNG PART-TIME WORKERS. (34) READERS OF THIS REPORT MAY WISH TO STUDY THE RESULTS OF THE TEXAS EDUCATION PRODUCT STUDY, WHEN AVAILABLE, FOR RECENT INFORMATION ABOUT THE EXPERIENCES OF YOUNG PEOPLE WHO LEFT TEXAS HIGH SCHOOLS IN 1964 AND 1969.

OBJECTIVES

IN SUMMARY, THIS PROJECT WAS INITIATED TO MEET TWO MAJOR NEEDS; FIRST, TO DETERMINE WHAT HAPPENS TO DEAF STUDENTS AS A RESULT OF THEIR EDUCATIONAL EXPERIENCES, AND SECOND, TO PROVIDE OCCUPATIONAL INFORMATION ABOUT DEAF WORKERS. FOR MANY YEARS TEXAS SCHOOL FOR THE DEAF HAD MADE INFORMAL EFFORTS TO FOLLOW THE PROGRESS OF FORMER STUDENTS, BUT PERSONNEL AND RESOURCES HAD NEVER BEEN AVAILABLE TO CONDUCT A THOROUGH AND SYSTEMATIC FOLLOW-UP STUDY. SINCE NO ANALYSIS OF THE EMPLOYMENT OF DEAF PEOPLE IN TEXAS HAD EVER BEEN CONDUCTED, NO AUTHORITATIVE INFORMATION EXISTED UPON WHICH TO JUDGE THE NEED FOR AND BASE THE DEVELOPMENT OF ANY VOCATIONAL PROGRAMS IN SPECIFIC TRAINING AND RETRAINING AREAS.

THEREFORE, THIS PROJECT WAS DESIGNED WITH THREE MAJOR OBJECTIVES. THE FIRST WAS TO SECURE DETAILED VOCATIONAL INFORMATION ON FORMER STUDENTS OF TEXAS SCHOOL FOR THE DEAF, MANY OF WHOM ARE OR HAVE BEEN CLIENTS OF THE TEXAS REHABILITATION COMMISSION. THIS OBJECTIVE WAS

COMPLETED FROM JUNE TO NOVEMBER, 1971, WHEN 410 FORMER STUDENTS WERE FOLLOWED TO DETERMINE PRESENT EMPLOYMENT STATUS, KINDS OF JOBS HELD, TRAINING SINCE LEAVING SCHOOL, AND OTHER OCCUPATIONAL INFORMATION. THE SECOND OBJECTIVE WAS TO DISSEMINATE THIS INFORMATION TO INDIVIDUALS AND ORGANIZATIONS PLANNING AND OPERATING PROGRAMS FOR DEAF PEOPLE. THIS REPORT WILL BE PRINTED IN SUFFICIENT NUMBERS SO THAT IT MAY BE WIDELY CIRCULATED THROUGH THE STATE AND OUT OF STATE IF NECESSARY. THE REPORT WILL BE DISSEMINATED TO ALL ORGANIZATIONS SERVING THE DEAF PEOPLE IN TEXAS AS WELL AS INTERESTED INDIVIDUALS. THE PROJECT STAFF HAS ALREADY RECEIVED REQUESTS FROM SEVERAL GROUPS AND INDIVIDUALS WHO WANT COPIES OF THE REPORT. THE THIRD OBJECTIVE IS TO USE THE INFORMATION FROM THIS PROJECT TO PLAN NEW VOCATIONAL PROGRAMS, MODIFY EXISTING PROGRAMS FOR DEAF STUDENTS AND PLAN MORE EFFECTIVE RETRAINING THROUGH THE TEXAS REHABILITATION COMMISSION. WITHOUT FOLLOWUP DATA IT IS IMPOSSIBLE TO DETERMINE HOW EFFECTIVELY FORMER STUDENTS AND CLIENTS HAVE BEEN SERVED, OR WHAT POTENTIAL NEEDS FOR OTHER SERVICES MAY EXIST AMONG THIS GROUP. THE PROJECT HAS SUPPLIED SOME BASIC INFORMATION ABOUT INCOME, UNEMPLOYMENT, AND POST-SCHOOL TRAINING AMONG FORMER STUDENTS OF TEXAS SCHOOL FOR THE DEAF.

III. PROCEDURE

Planning and Development (Phase 1)

The first phase of the project began on February 1, 1971. A project coordinator and secretary were employed and given an initial orientation to the project. The scope and methods of the project were reviewed with members of the school staff, Texas Rehabilitation Commission staff, and others involved in professional work with the deaf. An Advisory Committee (Appendix C) was created to provide continuing consultation, and a statistical consultant, Dr. Donald Veldman, was added to the project staff to assist in research design and data analysis. When the proposal for the project was prepared, the proposed population to be studied included students who left Texas School for the Deaf during the past seven years, and also deaf clients of the Texas Rehabilitation Commission. Because the Commission's records were readily available only since July 1969, the statistical consultant recommended that the population to be studied be limited to students who graduated, terminated, or dropped out of Texas School for the Deaf from September 1965 to May 1970. The school year 1965-1966 five years back, was selected as a beginning date because this was the first fully integrated year at Texas School for the Deaf. The project staff, using school records, compiled a list of persons who left Texas School for the Deaf between September 1965 and May 1970.

ALL PERSONS WHO LEFT BELOW THE AGE OF 14 WERE ELIMINATED, LEAVING 410 NAMES. THEN, USING SCHOOL RECORDS, CLUB MEMBERSHIP LISTS, THE TEXAS DIRECTORY OF THE DEAF, AND OTHER SOURCES, THE PROJECT STAFF PREPARED A LIST OF LAST KNOWN ADDRESSES OF ALL PERSONS INCLUDED IN THE STUDY.

ON APRIL 23, 1971 THE ADVISORY COMMITTEE MET WITH THE PROJECT STAFF TO REVIEW THE PROGRESS OF THE PROJECT UP TO THIS POINT. THE ADVISORY COMMITTEE RECOMMENDED THAT A QUESTIONNAIRE BE DESIGNED FOR MAILING TO THE 410 INDIVIDUALS. THE COMMITTEE ADVISED THAT THE QUESTIONNAIRE BE AS BRIEF AS POSSIBLE, EASY TO READ, AND EASY TO RETURN. THE TEXAS SOCIETY OF INTERPRETERS FOR THE DEAF AGREED TO MAKE FOLLOWUP CONTACT WITH THOSE PERSONS WHO DID NOT RETURN THE MAILED QUESTIONNAIRE, IN ORDER TO INSURE COLLECTION OF DATA FROM MOST OF THE PERSONS IN THE POPULATION TO BE STUDIED. A FIRST DRAFT OF THE QUESTIONNAIRE WAS THEN PREPARED AND SUBMITTED TO MEMBERS OF THE ADVISORY COMMITTEE AND OTHERS FOR SUGGESTIONS AND RECOMMENDATIONS. AFTER REVISION, THE QUESTIONNAIRE WAS TRIED OUT INFORMALLY. FOLLOWING THIS TRIAL, MODIFICATIONS WERE MADE AND FURTHER TRIALS WERE CONDUCTED. THE FINAL REVISIONS WERE MADE AFTER CONSULTATION WITH THE ADVISORY COMMITTEE AND STATISTICAL CONSULTANT. MRS. HELEN SEWELL OF THE TEXAS SCHOOL FOR THE DEAF STAFF ASSISTED THE PROJECT STAFF TO REWRITE THE QUESTIONNAIRE AND COVER LETTER IN CLEAR AND APPROPRIATE LANGUAGE (APPENDIX A). ALSO DURING THE MONTH OF MAY, A FORM WAS DESIGNED FOR GATHERING INFORMATION FROM EACH SUBJECT'S SCHOOL RECORDS (APPENDIX B). EFFORTS TO PUBLICIZE THE PROJECT CONTINUED THROUGHOUT THE MONTH, AND ALSO EFFORTS TO LOCATE MORE CURRENT ADDRESSES FOR ALL FORMER STUDENTS INCLUDED IN THE PROJECT.

Gathering the Data (Phase 2)

In early June 1971, a pilot project was conducted to test the effectiveness of the questionnaire. From research conducted as a part of Project Mini-Score (35) and other research experience, the project staff used two treatments which had increased returns of other mailed questionnaires. Colored paper was used when duplicating the questionnaire and a pre-addressed stamped envelope was enclosed. All project subjects living in the Austin-Waco area were mailed questionnaires. Within two weeks, approximately 25% of the pilot project questionnaires were returned. Second questionnaires were then sent to those who had not responded, and another 25% were returned in two weeks. Further efforts were then made by telephone and personal contact to insure maximum return; at the end of six weeks 90% of the subjects in the pilot area had provided information for the project. With the successful completion of the pilot project, questionnaires were then prepared for mailing to all other areas of the state in later July and August. The project staff used the six regions of the Texas Rehabilitation Commission as a basis for geographical grouping of subjects for ease in follow-up. The same procedure was followed statewide as in the pilot project area. Also in June, the project staff began gathering information from each subject's records on the educational data form.

During the months of September, October, and November, plans for reaching difficult-to-contact subjects were implemented. The project coordinator and secretary used personal travel, telephone contacts in Spanish and English, and contacts with organizations and individuals

OVER THE STATE TO LOCATE SUBJECTS. PLANNING WAS COMPLETED FOR PERSONAL CONTACTS BY MEMBERS OF TEXAS SOCIETY OF INTERPRETERS FOR THE DEAF, WHEN THE PROJECT STAFF HAD BEEN UNABLE TO LOCATE OR CONTACT THE REMAINING SUBJECTS. WITH THE ASSISTANCE OF MRS. JONNIE DUNCAN, REPRESENTING THE TEXAS SOCIETY OF INTERPRETERS FOR THE DEAF, PACKETS OF INSTRUCTIONS AND LOCATION INFORMATION WERE PREPARED AND DISTRIBUTED TO EACH PARTICIPATING INTERPRETER. THE FINAL PART OF DATA COLLECTION, THE PERSONAL FOLLOWUP, WAS MORE DIFFICULT AND TIME-CONSUMING THAN EXPECTED, BUT ALL DATA COLLECTION WAS COMPLETED BEFORE CHRISTMAS. ON NOVEMBER 19 THE ADVISORY COMMITTEE MET TO REVIEW A PRELIMINARY TABULATION OF THE DATA COLLECTED AND PLANS FOR ANALYSIS. THE COMMITTEE RECOMMENDED HELPFUL AND PRACTICAL METHODS FOR REPORTING THE DATA IN CLEAR AND USEFUL FORM.

TABULATION, ANALYSIS, AND PREPARATION OF REPORT (PHASE 3)

BEGINNING IN JANUARY, THE PROJECT STAFF PREPARED THE DATA WHICH HAD BEEN GATHERED FOR TABULATION. QUESTIONNAIRES AND EDUCATIONAL DATA SHEETS WERE ASSOCIATED, CHECKED, AND PREPARED FOR CODING. EMPLOYERS OF PROJECT SUBJECTS WERE CLASSIFIED ACCORDING TO THE STANDARD INDUSTRIAL CLASSIFICATION MANUAL, AND JOBS BY THE DICTIONARY OF OCCUPATION TITLES. FOLLOWING THE RECOMMENDATIONS OF THE STATISTICAL CONSULTANT, A CARD FORMAT AND CODING INSTRUCTIONS WERE PREPARED. AFTER PRACTICE CODING, THE PROJECT STAFF CODED THE DATA AND CHECKED THE CODING. ARBEC OF AUSTIN KEYPUNCHED THE DATA, AND THE CARDS WERE TAKEN TO DR. VELDMAN AT THE UNIVERSITY OF TEXAS FOR TABULATION AND ANALYSIS. STATISTICAL TREATMENT OF THE DATA WILL BE REVIEWED IN THE NEXT CHAPTER. IN THE LAST MONTH OF THE THIRD PHASE, THE PROJECT STAFF PREPARED THE FINAL REPORT OF THE PROJECT.

IV. ANALYSIS

Of a total number of 410 persons who left Texas School for the Deaf between September 1965 and May 1970 at the age of fourteen or older, employment information was collected for 331. Of the remaining 79, 3 were deceased, 42 could not be located, and 34 had transferred to other secondary schools. By design those who transferred to other secondary schools were not sent questionnaires, making the total number of questionnaires sent 373. The 331 about whom some information was gathered represent 88.7% of the total questionnaires sent. In some cases, a parent or spouse supplied the information on the questionnaire, and chose not to answer some items. Even though all respondents did not answer all items on the questionnaire, for all 331 basic employment status information was secured. However, most of the respondents answered all applicable items, and since confidentiality was assured, no one declined to participate in the project. The former students of Texas School for the Deaf manifested a high degree of interest and cooperation during the project.

The 331 former students about whom information was secured are grouped below by demographic characteristics. The age of the individuals ranged from seventeen to twenty-six, with a mean age of twenty-one and six-tenths years. By sex, 191 (58%), are male and 140 (42%)

ARE FEMALE. BY ETHNIC OR CULTURAL GROUP, 48 PERSONS (15%) ARE NEGRO, 71 (21%) MEXICAN-AMERICAN, AND 212 (64%) OTHER. A SURVEY OF TEXAS PUBLIC SCHOOL STUDENTS AND PERSONNEL IN 1970 FOUND 12.5% TO BE NEGRO, 21.3% SPANISH-SURNAMED, AND 63.6% OTHER. IN THE 1970 UNITED STATES CENSUS, 87.5% OF THE POPULATION WAS CLASSIFIED WHITE, 12.5% NONWHITE. THE 1970 UNITED STATES CENSUS COUNT OF WHITE PERSONS WHO ARE SPANISH-SURNAMED IS NOT YET AVAILABLE, BUT IN 1960 THIS GROUP COMPOSED 14.8% OF THE TEXAS POPULATION. INFORMATION ABOUT MARITAL STATUS WAS SUPPLIED BY 323 OF THE 331 FORMER STUDENTS. 240 (74%) HAD NEVER BEEN MARRIED, 70 (22%) WERE MARRIED, 7 (2%) WERE DIVORCED, AND 6 (2%) WERE SEPARATED. ACCORDING TO THE 1960 UNITED STATES CENSUS 52% OF THE PERSONS IN TEXAS AGED SEVENTEEN TO TWENTY-SIX WERE MARRIED. BY GEOGRAPHIC DISTRIBUTION, 28 (8%) OF THE 331 LIVED IN THE WEST TEXAS AREA, 33 (10%) IN THE FORT WORTH-NORTH CENTRAL TEXAS AREA, 61 (18%) IN THE AUSTIN-WACO-CENTRAL TEXAS AREA, 92 (28%) IN THE HOUSTON-UPPER TEXAS COASTAL AREA, 55 (17%) IN THE SAN ANTONIO-CORPUS CHRISTI-SOUTH TEXAS AREA, 54 (16%) IN THE DALLAS-EAST TEXAS AREA, AND 7 (2%) OUTSIDE TEXAS. THE PROJECT STAFF ATTEMPTED TO DETERMINE HOW FAR FORMER STUDENTS HAD MOVED FROM THEIR PARENTS' HOMETOWNS. THE ADDRESS FROM WHICH QUESTIONNAIRES WERE RETURNED WAS USED AS A BASIS FOR CLASSIFYING THE FORMER STUDENTS' MOBILITY. IF THIS METHOD IS ACCURATE, 282 (85%) OF THE FORMER STUDENTS RETURNED TO AND WERE LIVING IN THEIR HOMETOWNS. 8 (2%) HAD MOVED TO THE LARGE CITY NEAREST THEIR HOMETOWN, 24 (7%) HAD MOVED TO DISTANT LARGE CITIES OUTSIDE THEIR HOME REGION, AND 17 (5%), ALL FEMALES, HAD MOVED TO THEIR HUSBANDS' CITIES OF RESIDENCE.

THE EDUCATIONAL CHARACTERISTICS OF THE 331 FORMER STUDENTS ARE SUMMARIZED BELOW. THE MEAN AGE OF BEGINNING SCHOOL WAS SIX YEARS, WITH A RANGE OF AGE TWO TO AGE FOURTEEN. 21% OF THE GROUP BEGAN AN EDUCATIONAL PROGRAM BEFORE AGE FIVE; 19% WERE AGE EIGHT OR OLDER BEFORE BEGINNING SCHOOL. THE MEAN NUMBER OF YEARS SPENT IN TEXAS RESIDENTIAL SCHOOLS FOR THE DEAF (TEXAS SCHOOL FOR THE DEAF AND TEXAS BLIND, DEAF, AND ORPHAN SCHOOL) WAS 7.9 YEARS, WITH A RANGE OF 1 TO 15 YEARS. THE MEAN NUMBER OF TOTAL YEARS OF SCHOOLING WAS 12.4 WITH A RANGE OF 4 YEARS TO 18 YEARS. THE MEAN AGE OF LEAVING SCHOOL WAS EIGHTEEN AND ONE-HALF YEARS, WITH A RANGE OF AGE FOURTEEN TO AGE TWENTY-TWO YEARS. 11% LEFT SCHOOL AT AGE SIXTEEN OR YOUNGER, 14% AT AGE TWENTY-ONE OR OLDER. OF THE 331 FORMER STUDENTS, 89 (27%) RECEIVED HIGH SCHOOL DIPLOMAS, 41 (12%) RECEIVED ELEMENTARY CERTIFICATES, 126 (38%) RECEIVED CERTIFICATES OF ATTENDANCE, 43 (13%) DROPPED OUT, 28 (8%) WERE DISMISSED, AND 4 (1%) WERE WITHDRAWN BY PARENTS. THE 331 FORMER STUDENTS HAD RECEIVED THEIR EDUCATION IN A VARIETY OF SETTINGS; 184 (55%) RECEIVED MOST OR ALL OF THEIR EDUCATION IN TEXAS RESIDENTIAL SCHOOLS FOR THE DEAF (TEXAS SCHOOL FOR THE DEAF AND TEXAS BLIND, DEAF, AND ORPHAN SCHOOL), 14 (4%) RECEIVED MOST OF THEIR EDUCATION IN THE COUNTY-WIDE DAY SCHOOLS, 11 (4%) RECEIVED MOST OF THEIR EDUCATION IN PRIVATE SCHOOLS OR OTHER STATE RESIDENTIAL SCHOOLS, 46 (14%) RECEIVED MOST OF THEIR EDUCATION IN PUBLIC SCHOOL DAY CLASSES, AND 75 (23%) RECEIVED THEIR EDUCATION IN A MIXTURE OF PROGRAMS. FROM THE LAST MEASUREMENTS BY THE SCHOOL PSYCHOLOGIST, THE MEAN IQ OF 327 FORMER STUDENTS WAS 91; SCORES RANGED FROM 30 TO 130. THE RANGE OF ACHIEVEMENT BATTERY MEDIAN SCORES AT LAST MEASUREMENT WAS 1.0 TO 11.0, WITH A MEAN OF 4.3;

ACHIEVEMENT SCORES WERE AVAILABLE FOR 327 OF THE 331 FORMER STUDENTS. THE 331 FORMER STUDENTS HAD RECEIVED FROM 0 TO 8 YEARS OF VOCATIONAL TRAINING AT TEXAS RESIDENTIAL SCHOOLS FOR THE DEAF; THE MEAN WAS 3.8 YEARS.

FOLLOWING IS INFORMATION ABOUT THE HEARING LOSS CHARACTERISTICS OF THE 331 FORMER STUDENTS. ONLY 22 (7%) HAD AT LEAST ONE PARENT WITH A HEARING LOSS. MOST OF THE FORMER STUDENTS WERE PRELINGUALLY DEAF--270 (82%) REPORTED DEAFNESS AT BIRTH, 55 (17%) REPORTED ONSET OF BETWEEN BIRTH AND AGE THREE, AND 6 (1%) AT AGE FOUR OR LATER. THE LATEST AUDIOMETRIC MEASUREMENT OF 330 FORMER STUDENTS BY THE SCHOOL AUDIOLOGIST INDICATED A MEAN HEARING LEVEL OF 83 DECIBELS. 195 (59%) OF THE FORMER STUDENTS HAD AN INDIVIDUAL AID WHILE ATTENDING TEXAS SCHOOL FOR THE DEAF. INFORMATION ABOUT SUSPECTED CAUSE OF DEAFNESS WAS AVAILABLE FROM RECORDS OF 235 (71%) OF THE 331 FORMER STUDENTS. OF THE 235, 31 (13%) INDICATED RUBELLA AS CAUSE OF DEAFNESS, 9 (4%) INDICATED COMPLICATIONS DURING GESTATION (TOXEMIA, MATERNAL INJURY), 18 (8%) INDICATED RHESUS FACTOR, 14 (6%) INDICATED COMPLICATIONS OF DELIVERY, (PRECIPITATE BIRTH, PROLONGED OR DIFFICULT LABOR), 19 (8%) INDICATED PREMATURITY, 85 (36%) INDICATED GENETIC FACTORS, 46 (20%) INDICATED ACUTE CHILDHOOD DISEASES (MENINGITIS, ENCEPHALITIS, MEASLES, MUMPS, POLIO), 8 (3%) INDICATED DRUGS GIVEN TO THE CHILD (STREPTOMYCIN, QUININE), AND 1% OTHER (HEAD INJURY, OTITIS MEDIA, CONGENITAL ABSENCE OF EARS). 45 OF THE 235 RECORDS REPORTED A SECOND ETIOLOGIC FACTOR.

THE RECORDS OF ALL 331 FORMER STUDENTS WERE REVIEWED FOR REPORTS OF OTHER HANDICAPS IN ADDITION TO HEARING LOSS. THE INFORMATION BELOW WAS NOT REVIEWED BY A MEDICAL CONSULTANT, AND THE PROJECT STAFF

DID NOT ATTEMPT TO ASSESS THE SEVERITY OR VOCATIONAL SIGNIFICANCE OF ANY ADDITIONAL PROBLEMS. RECORDS OF 213 (64%) OF THE 331 FORMER STUDENTS INDICATED THE EXISTENCE OF A WIDE RANGE OF OTHER POSSIBLE HANDICAPS, RANGING FROM MINOR TO SEVERE. 5 (2%) OF THE 331 RECORDS REPORTED BRAIN DAMAGE, 12 (6%) CEREBRAL PALSY, 8 (4%) A HISTORY OF SEIZURES, 12 (6%) HEART MURMURS, RHEUMATIC FEVER, OR CIRCULATORY DISORDERS, 35 (16%) BEST VISUAL CORRECTION 20/40 OR WORSE AND/OR OTHER VISUAL DEFECTS, 6 (3%) REPORTED ORTHOPEDIC PROBLEMS (PARTIAL PARALYSIS, CURVATURE OF SPINE, OTHER), 13 (6%) REPORTED RESPIRATORY AILMENTS (HAY FEVER, ALLERGIES, ASTHMA), 5 (2%) MULTIPLE CONGENITAL DEFECTS, 17 (8%) EMOTIONAL DISTURBANCE, 11 (5%) MENTAL RETARDATION, 20 (9%) BEHAVIOR PROBLEMS, 9 (4%) LEARNING DISABILITIES, 20 (9%) PERCEPTUAL-MOTOR PROBLEMS, 15 (7%) LEARNING PROBLEMS RESULTING FROM A BILINGUAL BACKGROUND, AND 25 (11%) REPORTED OTHER POSSIBLE HANDICAPS. 125 OF THE 213 RECORDS INDICATED MORE THAN ONE POSSIBLE HANDICAP IN ADDITION TO DEAFNESS.

FORMER STUDENTS NOW EMPLOYED

OF THE 331 FORMER STUDENTS FROM WHOM INFORMATION WAS RECEIVED BETWEEN JUNE AND DECEMBER 1971, 180 (54%) WERE EMPLOYED. 58 FEMALES, 41% OF ALL FEMALE FORMER STUDENTS, AND 122 MALES, 64% OF ALL THE MALE FORMER STUDENTS, WERE WORKING. THE PROJECT STAFF ASSIGNED THREE-DIGIT CODES FROM THE DICTIONARY OF OCCUPATIONAL TITLES, THIRD EDITION, HEREINAFTER REFERRED TO AS DOT CODES, TO THE 180 JOBS. BASED ON THE JOB DESCRIPTION SUPPLIED BY THE RESPONDENTS, THE PROJECT STAFF COULD NOT ASSIGN MORE PRECISE SIX-DIGIT CODES. ONLY 10 (6%) OF THE WORKERS INDICATED THAT THEY WERE EMPLOYED PART-TIME—LESS THAN 35 HOURS PER

WEEK. BY OCCUPATIONAL STANDINGS, 55 (31%) OF THE 180 WORKERS WERE IN PROFESSIONAL, TECHNICAL, PROPRIETARY, MANAGERICAL, CLERICAL, OR SALES JOBS (WHITE COLLAR JOBS). 97 (54%) OF THE 180 WORKERS WERE CRAFTSMEN, OPERATIVES, AND LABORERS (BLUE COLLAR WORKERS). 26 (14%) WERE SERVICE WORKERS--HOSPITAL AIDES, FOOD SERVICE, AND OTHER SERVICES. ONE-FIFTH OF THE SERVICE WORKERS WERE PART-TIME EMPLOYEES. ONLY 2 (1%) OF THE 180 WERE AGRICULTURAL WORKERS. LUNDE AND BIGMAN REPORTED THAT 74% OF THEIR SAMPLE OF DEAF WORKERS WERE IN BLUE COLLAR JOBS, 6% IN SERVICE JOBS, AND 17% IN WHITE COLLAR JOBS. (10) KRONENBERG AND BLAKE REPORTED THAT 4% OF THE MALE DEAF WORKERS AND 39% OF THE FEMALE DEAF WORKERS IN THEIR SAMPLE HELD WHITE COLLAR JOBS. (18) IN 1965, 44% OF THE UNITED STATES EMPLOYED OF ALL AGES WERE WHITE COLLAR WORKERS, 37% BLUE COLLAR, 13% SERVICE, AND 6% AGRICULTURAL. (27)

TABLE 1 INDICATES THE DISTRIBUTION OF MALES AND FEMALES BY OCCUPATIONAL STANDINGS AND JOB TITLES. IN TABLE 1, THE MOST FREQUENTLY--OCCURING JOB TITLES ARE POST OFFICE CLERK AND KEY PUNCH OPERATOR. 23 (13%) OF THE 180 WORKERS ARE KEY PUNCH OPERATORS, AND 11 (6%) ARE POST OFFICE CLERKS. OCCUPATIONAL CATEGORY 2, CLERICAL OCCUPATIONS, CONTAINS 52 (29%) OF THE 180 WORKERS. WOMEN COMPOSED 60% OF WHITE COLLAR WORKERS, 35% OF THE SERVICE WORKERS, AND 15% OF THE BLUE COLLAR WORKERS. TABLE 2 INDICATES THE DISTRIBUTION OF MALES AND FEMALES BY OCCUPATIONAL STANDINGS. OF THE 180 WORKERS, 19 (11%) WERE BLACK. 31% OF THE LOWER-PAID SERVICE WORKERS WERE BLACK; ONLY 4% OF THE WHITE COLLAR WORKERS AND 9% OF THE BLUE COLLAR WORKERS WERE BLACK.

BY INDUSTRIAL DISTRIBUTION, 107 (59%) OF THE 180 DEAF WORKERS

TABLE 1

Occupational Standing and Job Titles of 180 Employed Former Students

Job Titles	Occupational Standing	Males	Females
	White Collar - 55 (31%)		
Draftsman, civil engineering		2	
Draftsman, mechanical engineering		1	
File clerks		2	3
Duplicating machine operators		1	1
Clerk-typist			4 (1*)
Key-punch operators		4	19
Proof-machine operator		1	
Clerk, general office			1
Office boy		1	
Mail clerks		2	2 (1*)
Post office clerks		8	3
		22	33
	Service 26 (14%)		
Food serving		1	3 (1*)
Food and beverage preparation		1	
Kitchen helpers		6 (1*)	2 (1*)
Barbers		1	
Attendants, hospitals		2	
Child-care attendant			1
Laudering			1
Pressing		3 (1*)	2
Porters and cleaners		1 (1*)	
Janitors		1	
Building service		1	
		17	9
	Agricultural 2 (1%)		
Dairy farming		1	
General farming			1
		1	1
	Blue Collar - 97 (54%)		
Metal spraying and coating		1	
Dough mixer		1	
Slaughtering		1	
Cooking and baking		5 (1*)	
Turning machine operator		1	
Motorized vehicle repairing		4	
Metalworking machinery repairing		1	
Utility equipment repairing		1	
Folding, creasing, gluing, and scoring			1
Typesetting and composing		1	
Printing press work		4	
Printing machine work		1	
Sawing		1	
Plastic working			1
Stapler		1	
Machine cutter		1	
Sheltered workshop occupations		5	2
Engravers		1	
Filing, grinding		1	
Metal unit assemblers		3	
Fabrication and repair - ophthalmic goods		1	1
Assembler, small products		1	
Painter, spray		1	
Sander		1	
Assembler, furniture		2	
Plaster maker			1
Upholstering; fabrication of mattresses and bedsprings		3	
Sewing machine operators, garment		2	
Sewing machine operators, nongarment			3
Other garment fabrication		1	
Fabrication of paper products		1	
Unpaid family workers		3	2
Body work, transportation equipment		2	
Miscellaneous metal fabricating		3	
Combination welding		2	
Resistance welding		1	
Other welding and related		3	
Plasterers		2	
Cement and concrete finishing		1	
Transportation equipment painters		1	
Carpenters		2 (1*)	
Brick and stone masons, tile setters		1	
Roofers		1	
Furniture mover		1	
Packaging		5	2
Moving and storing materials		1	1
Packaging and materials handling		3 (1*)	
Hand composition, typesetting, and related		1	
Darkroom occupations		2	
		82	15
Total employed		122	58

* Part-time

TABLE 2

OCCUPATIONAL STANDINGS - MALES AND FEMALES

OCCUPATIONAL STANDINGS	MALES		FEMALES	
	NUMBER	%	NUMBER	%
WHITE COLLAR	22	18%	33	57%
SERVICE	17	14%	9	15%
AGRICULTURAL	1	1%	1	2%
BLUE COLLAR	82	67%	15	26%
TOTAL	122	100%	58	100%

ARE EMPLOYED IN SERVICE--PRODUCING INDUSTRIES, AND 73 (41%) IN GOODS--PRODUCING INDUSTRIES. WITHIN THE SERVICE--PRODUCING SECTOR OF THE ECONOMY, 43 (24%) OF THE 180 WORKERS ARE EMPLOYED IN GOVERNMENT--FEDERAL, STATE, AND LOCAL. 44 (24%) ARE EMPLOYED IN PERSONAL, EDUCATIONAL, HEALTH AND OTHER SERVICE ESTABLISHMENTS. 15 (8%) ARE EMPLOYED IN WHOLESALE AND RETAIL TRADE ESTABLISHMENTS, AND THE REMAINING 5 (3%) OF THE 180 IN OTHER SERVICE--PRODUCING INDUSTRIES. IN THE GOODS--PRODUCING SECTOR, 58 (32%) OF THE 180 WORKERS ARE EMPLOYED IN MANUFACTURING ESTABLISHMENTS, 9 (5%) IN CONTRACT CONSTRUCTION, 5 (3%) IN AGRICULTURE, AND 1 (1%) IN MINING (PETROLEUM). LUNDE AND BIGMAN REPORTED THAT OVER HALF OF THE DEAF WORKERS IN THEIR SAMPLE WERE EMPLOYED IN MANUFACTURING, 4% IN GOVERNMENT, AND 16% IN SERVICES. (10) THE DISTRIBUTION OF WORKERS BY INDUSTRY HAS SOME VALUE IN PREDICTING TRENDS, SINCE THE BUREAU OF LABOR STATISTICS FORECASTS ECONOMIC GROWTH BY INDUSTRY. FOR EXAMPLE, THE ONLY GOODS--PRODUCING INDUSTRY EXPECTED TO GROW AT A FASTER RATE THAN THE NATIONAL AVERAGE IS CONSTRUCTION. MANUFACTURING AS A WHOLE IS EXPECTED TO INCREASE ONLY 9.5%, BUT RATES OF GROWTH VARY CONSIDERABLY BETWEEN MANUFACTURING GROUPS. FURNITURE, CHEMICALS, AND INSTRUMENT MANUFACTURING GROUPS ARE PREDICTED TO GROW AT A RATE HIGHER THAN THE NATIONAL AVERAGE. EXCEPT FOR TRANSPORTATION AND PUBLIC UTILITIES, ALL THE SERVICE--PRODUCING INDUSTRIES ARE EXPECTED TO GROW AT A RATE HIGHER THAN THE NATIONAL AVERAGE. SERVICE; TRADE; FINANCE, INSURANCE AND REAL ESTATE; AND GOVERNMENT INDUSTRIES SHOULD EXPERIENCE RAPID GROWTH. (27) TABLES 3 AND 4 SUMMARIZE THE INDUSTRIAL DISTRIBUTION OF WORKERS AND THE JOB TITLES OF WORKERS EMPLOYED IN THE GOODS--PRODUCING AND SERVICE--

TABLE 3

Industrial Distribution - Job Titles of 180 Employees

Employers by industry	Job Titles	Workers Employed
I. Goods - Producing Industries		73 (41%)
A. Agriculture - agricultural production		5 (3%)
	Dairy farming -1	
	General farming -1	
	Unpaid family workers -3	
B. Mining - crude petroleum and natural gas		1 (1%)
	Packaging and materials handling -1	
C. Contract construction		9 (5%)
	Painters, spray -1	
	Plasters -2	
	Carpenters -2	
	Brick and stone masons, tile setter -1	
	Roofers -1	
	Cement and concrete finishing -1	
	Unpaid family worker -1	
D.Manufacturing		58 (32%)
Ordance and accessories -2	Metal unit assemblers and adjustors -1	
	Miscellaneous metal fabricating -1	
Food and kindred products -8	Mixing, compounding, blending, kneading and shaping -1	
	Slaughtering -1	
	Cooking and baking -4	
	Packaging -2	
Apparel and other products made from Fabric -6	Sewing machine operators -4	
	Fabrication and repair of textile and related products -1	
	Packaging -1	
Lumber and wood products, except furniture -1	Cutting, carving, and sanding wood products -1	
Furniture and fixtures -6	Sawing -1	
	Fabrication from assosrted materials -1	
	Fabrication and repair of furniture -2	
	Upholstering; fabricating mattresses and bedsprings -2	
Paper and allied products -4	Fabrication of paper products -1	
	Packaging -1	
	Materials handling -2	
Printing, publishing, and allied industries -8	Key-punch operator -3	
	Typesetters and composers -1	
	Folding, creasing, scoring, and gluing -1	
	Printing machine occupations -1	
	Packaging -1	
	Hand compositions, typesetters, and related -1	
Chemicals and allied products -3	Mail clerks -1	
	Janitors -1	
	Packaging -1	
Rubber and miscellaneous plastic products -3	Plastics working -1	
	Fabrication and repair-assorted materials -1	
	Packaging -1	
Leather, leather products -1	Miscellaneous machine trades -1	
Stone, clay, glass, and concrete products -1	Fabrication and repair of stone, sand, clay, and glass products -1	
Fabricated metal products, except ordance, machinery, and transportation equipment -8	Draftsman -1	
	Metal spraying and coating -1	
	Turning machine operator -1	
	Engravers -1	
	Welders and related -3	
Machinery, except electrical -5	Filing, grinding, buffing, polishing -1	
	Metal unit assemblers and adjustors -1	
	Miscellaneous metal fabricating -2	
	Combination welders -1	
Electrical machinery, equipment and supplies -1	Miscellaneous metal fabricating -1	
Professional, scientific, and controlling instruments; optical goods -1	Draftsman -1	

TABLE 4

Industrial Distribution - Job Titles of 180 Employees

Employers by industry	Job Titles	Workers Employed
II. Service - Producing Industries		107 (59%)
E. Transportation, communication, electric, gas, and sanitary services		2 1%)
Motor freight transportation and warehousing -1	Furniture mover -1	
Pipe line transportation -1	Office boy -1	
F. Wholesale and retail trade		15 (8%)
Wholesale trade -4	Lens grinder -2 Motorized vehicle repairmen -1 Moving and storing materials -1	
Retail trade - general merchandise -1	Food serving -1	
Automotive dealers and gasoline service stations -1	Motorized vehicle repairmen -1	
Furniture, home furnishings, and equipment -1	Moving and storing materials -1	
Eating and drinking places -8	Food serving -2 Food and beverage preparation -1 Kitchen workers -5	
G. Finance, insurance, and real estate		3 (2%)
Banking -2	Clerk-typist -1 Proof-machine operator -1	
Insurance carriers -1	File clerks -1	
H. Services		44 (24%)
Personal services -7	Barbers -1 Laundering -1 Pressing -4 Unpaid family worker -1	
Miscellaneous business services -5	Mail clerks -2 Sewing machine operator -1 Darkroom occupations -2	
Automobile repair, services, and garages -8	Motorized vehicle repairmen -2 Utility equipment repairmen -1 Metal unit assemblers and adusters -1 Bodymen -2 Combination welders -1 Transportation equipment painters -1	
Miscellaneous repair services -2	Metalworking machiner repairmen -1 Repair of upholstery, mattresses, and bedsprings -1	
Amusement and recreation services, except motion pictures -1	Kitchen workers -1	
Medical and other health services -5	Key punch operator -1 Food serving -1 Hospital attendents (orderlies) -2 Kitchen workers -1	
Educational services -2	Kitchen workers -1 Cooking and baking -1	
Nonprofit membership organizations -11	Mail clerks -1 Duplicating machine operator -1 Pressing -1 Building service -1 Sheltered workshop occupations -7	
Miscellaneous services -3	Key punch operators -3	
I. Government		43 (24%)
Federal -30	File clerks -4 Duplicating machine operator -1 Key punch operators -10 Computing and account-recording -1 Post office clerks -11 Porters and cleaners -1 Printing press occupations -2	
State -10	Civil engineering (draftsmen) -1 Clerk-typist -3 Key punch operator -3 Child care attendent -1 Printing press occupations -2	
Local -3	Key punch operators -3	
TOTALS (Table 3 & Table 4)		180 (100%) 180 (100%)

PRODUCING INDUSTRIES.

SINCE INCOME PLAYS A KEY PART IN DETERMINING STATUS AND LIFE STYLE IN OUR SOCIETY, THE INFORMATION ABOUT PAY REPORTED BY 174 OF THE 180 WORKERS IS OF INTEREST. THE 164 FULL-TIME WORKERS REPORTED WEEKLY EARNINGS RANGING FROM $10 TO $160, WITH A MEAN OF $91 (APPROXIMATELY $2.28 PER HOUR). THE TEN PART-TIME WORKERS REPORTED WEEKLY EARNINGS AVERAGING $34 (APPROXIMATELY $1.70 PER HOUR). IT IS POSSIBLE THAT SOME RESPONDENTS MAY HAVE REPORTED TAKE-HOME PAY RATHER THAN TOTAL PAY, AND IF SO, THE AVERAGES MAY HAVE BEEN SLIGHTLY LOWERED. WEEKLY PAY OF FULL-TIME WORKERS VARIED BY SEX, RACE, OCCUPATIONAL STANDINGS AND INDUSTRY. MEAN WEEKLY PAY FOR MALES WAS $106; FOR FEMALES, $83. THE MEAN WEEKLY WAGE OF FULL-TIME BLACK WORKERS WAS $77. FULL-TIME WHITE COLLAR WORKERS AVERAGED $125 PER WEEK IF MALE, $101 IF FEMALE. FULL-TIME BLUE COLLAR WORKERS, EXCLUDING SHELTERED WORKSHOP EMPLOYEES AND UNPAID FAMILY WORKERS, AVERAGED $110 IF MALE, $61 IF FEMALE. SERVICE WORKERS' WEEKLY PAY AVERAGED $65 FOR MALES, $56 FOR FEMALES. THE TWO AGRICULTURAL WORKERS AVERAGED $60 PER WEEK. INCOME AMONG THE 180 DEAF WORKERS VARIED BY INDUSTRY. THOSE 41 EMPLOYED IN GOVERNMENT FULL-TIME AVERAGED $114 PER WEEK, WITH POST OFFICE CLERKS AVERAGING $149 PER WEEK. THE CONSTRUCTION INDUSTRY FOLLOWED GOVERNMENT CLOSELY, PAYING MEAN WEEKLY WAGES OF $107. THE TWO WORKERS EMPLOYED IN THE TRANSPORTATION INDUSTRY AVERAGED $104 PER WEEK. 55 FULL-TIME WORKERS IN MANUFACTURING AVERAGED $87 PER WEEK, WITH HIGHEST PAY IN THE FOLLOWING INDUSTRIAL GROUPS: ORDNANCE, BAKERY, PAPER AND ALLIED PRODUCTS, NEWSPAPER, FABRICATED METAL PRODUCTS, MACHINERY (EXCEPT ELECTRICAL), AND MEASURING AND CONTROL DEVICES. THREE

FULL-TIME WORKERS IN THE FINANCE, INSURANCE, AND REAL ESTATE INDUSTRY AVERAGED $82 PER WEEK; 32 FULL-TIME WORKERS, EXCLUDING SHELTERED WORKSHOP EMPLOYEES, IN THE SERVICE INDUSTRY AVERAGED $80. THREE AGRICULTURAL INDUSTRY EMPLOYEES AVERAGED $78. 14 WORKERS EMPLOYED IN WHOLESALE AND RETAIL TRADE EARNED LEAST, AVERAGING $61 PER WEEK FOR FULL-TIME WORK. AN INDIVIDUAL PAID MINIMUM WAGE FOR FULL-TIME WORK WOULD RECEIVE GROSS INCOME OF APPROXIMATELY $64 PER WEEK, OR $3328 PER YEAR. THE POVERTY LEVEL FOR A NONFARM FAMILY OF ONE IS ANNUAL INCOME OF $2,000 AND BELOW, ACCORDING TO THE OFFICE OF ECONOMIC OPPORTUNITY POVERTY GUIDELINES, REVISED NOVEMBER 19, 1971. THE POVERTY LEVEL FOR A NONFARM FAMILY OF TWO IS $2,600 OR BELOW, FOR THREE $3,300 OR BELOW. THE BUREAU OF LABOR STATISTICS REPORTED MEDIAN HOURLY EARNINGS IN OCTOBER 1969 OF $1.58 PER HOUR FOR EMPLOYED PERSONS AGE SIXTEEN AND SEVENTEEN, $1.87 FOR WORKERS AGED EIGHTEEN AND NINETEEN, AND $2.18 FOR WORKERS AGED TWENTY AND TWENTY-ONE. (34) MORE RECENT INFORMATION ABOUT THE EARNINGS OF YOUNG WORKERS WAS NOT AVAILABLE.

RESPONDENTS WERE ASKED HOW LONG THEY HAD WORKED ON PRESENT JOBS, HOW THEY LOCATED THE JOBS, HOW MUCH THEY LIKED PRESENT JOBS, AND PREFERENCE FOR ANOTHER TYPE OF WORK. 179 OF THE 180 WORKERS REPORTED THE NUMBER OF MONTHS WORKED ON THEIR PRESENT JOB; THE MEAN WAS 18.8 MONTHS, WITH A RANGE OF 1 TO 72 MONTHS. 174 OF THE 180 WORKERS REPORTED IF HELPED IN OBTAINING PRESENT JOBS. 25% NAMED FAMILY, 29% VOCATIONAL REHABILITATION, 18% FRIENDS, 6% A COMBINATION OF VOCATIONAL REHABILITATION AND OTHER SOURCES, 10% OTHER SOURCES, AND 13% NO HELP. 175 OF THE 180 WORKERS RATED THEIR SATISFACTION WITH PRESENT JOBS. 101 (58%) REPORTED

LIKING THE JOBS VERY MUCH, 63 (36%) REPORTED THE JOBS WERE "OKAY," AND 11 (6%) REPORTED DISLIKING THEIR PRESENT JOBS. WHEN ASKED IF THEY WOULD PREFER ANOTHER TYPE OF WORK, 34% SAID NO, 35% SAID YES, AND 31% DID NOT KNOW.

IN REGARD TO COMMUNICATION IN A WORK SETTING, RESPONDENTS WERE ASKED HOW THEY RECEIVED COMMUNICATIONS FROM SUPERVISORS. BECAUSE SOME "BOSSES" USED MORE THAN ONE MEANS OF COMMUNICATION WITH THEIR DEAF EMPLOYEES, THE TOTAL NUMBER OF RESPONSES WAS 257. 65 OF THE RESPONSES INDICATED SPEECH, 122 WRITING, 36 "MADE-UP" SIGNS, 34 "REAL" SIGNS, AND 10 ASSISTANCE OF INTERPRETERS. 144 OF THE 180 RESPONDED TO A QUESTION ABOUT WORK PROBLEMS OR DIFFICULTIES, AND AS MIGHT BE EXPECTED COMMUNICATION DIFFICULTIES WERE MENTIONED. 22 (15%) MENTIONED NOTICEABLE OR PERSISTENT PROBLEMS IN COMMUNICATING ON THE JOB, SUCH AS HANDLING TELEPHONE CALLS, BILINGUAL COMMUNICATION REQUIRED IN NOTE-WRITING, "MY BOSS DOES NOT UNDERSTAND MY ENGLISH" IN NOTES, AND READING LABELS AND DIRECTIONS. 10 (7%) MENTIONED PROBLEMS IN SOCIAL RELATIONSHIPS AT WORK--GETTING ALONG WITH SUPERVISORS OR CO-WORKERS, UNDERSTANDING WHAT SUPERVISORS EXPECTED, SOCIALIZING WITH HEARING CO-WORKERS, AND SOCIAL ISOLATION. 33 (23%) MENTIONED OTHER PROBLEMS AT WORK NOT RELATING TO COMMUNICATION OR SOCIAL RELATIONSHIPS, SUCH AS DESIRE FOR HIGHER PAY, DISLIKE OF ROTATING JOB ASSIGNMENTS, CONCERN FOR PHYSICAL SAFETY (POWER SEWING MACHINE OPERATION, MACHINE SHOP), DESIRE FOR REGULAR HOURS OR MORE HOURS OF WORK, DISLIKE OF NIGHT SHIFT WORK (HOUSEWIVES WHO WORKED AS KEY PUNCH OPERATORS AND POST OFFICE CLERKS), DISLIKE OF WORK SURROUNDINGS (HOT, DIRTY, UNCOMFORTABLE), DIFFICULTIES IN LOCATING PRESENT JOB

(FOR THE MULTI-HANDICAPPED IN PARTICULAR), COMPETING WITH OTHERS FOR PROMOTIONS AND UNFAIRNESS OF SUPERVISORS. PARENTS OF UNPAID FAMILY WORKERS MENTIONED CONCERN ABOUT THEIR CHILDREN'S DEPENDENCE. 79 (55%) OF THE WORKERS SAID THEY HAD NO UNUSUAL DIFFICULTIES OR PROBLEMS, AND SOME MADE POSITIVE COMMENTS SUCH AS SUPERVISORS BEING PLEASED, GETTING ALONG VERY WELL, AND LIKING THE JOB SITUATION IN GENERAL.

FORMER STUDENTS NOT EMPLOYED

OF THE 331 FORMER STUDENTS FROM WHOM INFORMATION WAS RECEIVED, 180 (54%) WERE WORKERS. THE REMAINING 151 WERE 22 (7% OF THE 331) HOUSEWIVES NOT OTHERWISE EMPLOYED, 45 (14% OF THE 331) FULL-TIME STUDENTS, AND 84 (25% OF THE 331) NOT HOUSEWIVES, STUDENTS, OR WORKERS. THE 84 INDIVIDUALS REPORTED A VARIETY OF SITUATIONS RESULTING IN UNEMPLOYMENT; 7 STATED THEY DID NOT WANT TO WORK AT THAT TIME, 10 REPORTED BEING TOO SICK TO WORK, 16 STATED THAT THEY WOULD RATHER DO SOMETHING ELSE THAN WORK, 13 REPORTED NOT BEING TRAINED TO WORK, 28 WERE LOOKING FOR WORK, AND 10 REPORTED OTHER SITUATIONS. 66 OF THE 84 REPORTED BEING SUPPORTED BY THEIR FAMILIES, 19 REPORTED GOVERNMENT SUPPORT--INSTITUTIONAL CARE, SOCIAL SECURITY DISABILITY, WELFARE PAYMENTS, OR OTHER--AND 6 REPORTED SELF-SUPPORT FROM OTHER INCOME. 28 (33%) OF THE 84 HAD NEVER WORKED; 56 (67%) HAD PREVIOUS WORK EXPERIENCE. 49 REPORTED LENGTH OF UNEMPLOYMENT, RANGING FROM 1 TO 42 MONTHS; 13 HAD BEEN OUT OF WORK FOR ONLY 1 MONTH. THE MEAN NUMBER OF MONTHS OF UNEMPLOYMENT WAS 8.6. 53 UNEMPLOYED INDIVIDUALS WITH PREVIOUS WORK EXPERIENCE REPORTED LENGTH OF TIME WORKED ON THEIR LAST JOB. THE MEAN NUMBER OF MONTHS WORKED WAS 7.4 WITH A RANGE OF 1 TO 48 MONTHS. 50 OF THE 56 UNEMPLOYED PERSONS WITH PREVIOUS WORK EXPERIENCE REPORTING EARNINGS PER WEEK ON LAST JOB RANGING FROM $10

TO $150, WITH A MEAN OF $62. BY OCCUPATIONAL STANDINGS OF LAST JOBS, THE 56 WITH PREVIOUS WORK EXPERIENCE WERE 11% WHITE COLLAR WORKERS, 38% SERVICE WORKERS, 3% AGRICULTURAL WORKERS, AND 48% BLUE COLLARS. TABLE 5 COMPARES THE OCCUPATIONAL STANDINGS, TABLE 6 THE SEX, AND TABLE 7 THE RACIAL OR CULTURAL GROUP OF EMPLOYED AND UNEMPLOYED FORMER STUDENTS. TABLE 8 COMPARES THE EMPLOYED AND UNEMPLOYED FORMER STUDENTS IN REGARD TO MODE OF DEPARTURE FROM SCHOOL.

ON THE WHOLE, THE UNEMPLOYED FORMER STUDENTS APPEARED TO BE SLIGHTLY YOUNGER (MEAN AGE TWENTY AND SIX-TENTHS YEARS), AND TO HAVE LEFT SCHOOL SLIGHTLY EARLIER (MEAN AGE SEVENTEEN AND SEVEN-TENTHS YEARS) THAN THE REST OF THE FORMER STUDENTS. THE UNEMPLOYED FORMER STUDENTS HAD A SLIGHTLY LOWER MEAN IQ SCORE (87), AND A SLIGHTLY LOWER MEAN ACHIEVEMENT SCORE (3.8). OF THE UNEMPLOYED FORMER STUDENTS, ONLY 8% BEGAN A FORMAL EDUCATIONAL PROGRAM BEFORE AGE FIVE, COMPARED TO 21% OF THE TOTAL GROUP, AND THE MEAN AGE OF BEGINNING SCHOOL WAS SLIGHTLY OLDER (SIX AND NINE-TENTHS YEARS) THAN THE REST OF THE FORMER STUDENTS. IN REGARD TO POSSIBLE ADDITIONAL HANDICAPS, 15% OF THE UNEMPLOYED FORMER STUDENTS WERE REPORTED TO BE MENTALLY SLOW, COMPARED TO 5% OF THE TOTAL GROUP OF FORMER STUDENTS. APPROXIMATELY ONE-FOURTH (24%) OF THE UNEMPLOYED FORMER STUDENTS HAD RECORDS OF EMOTIONAL OR BEHAVIORAL PROBLEMS WHILE IN SCHOOL. SOME UNEMPLOYED FORMER STUDENTS COMMENTED ABOUT THEIR SITUATIONS, ALTHOUGH THE QUESTIONNAIRE DID NOT ASK WHY THEY LEFT LAST JOBS. TEN FORMER STUDENTS REPORTED LOSING THEIR LAST JOBS BECAUSE OF PROBLEMS IN REGARD TO ABSENCES, TARDINESS, INABILITY TO GET ALONG WITH CO-WORKERS, "TEMPER" OUTBURSTS, OR "WALKING OFF THE JOB." FOUR OF THE TEN FELT THAT THEY WERE HAVING DIFFICULTY FINDING WORK BECAUSE

TABLE 5

OCCUPATIONAL STANDINGS OF EMPLOYED AND UNEMPLOYED FORMER STUDENTS

OCCUPATION STANDINGS ON PRESENT OR LAST JOB	EMPLOYED PRESENT JOB		UNEMPLOYED LAST JOB	
	NUMBER	%	NUMBER	%
WHITE COLLAR WORKERS	55	31%	6	11%
SERVICE WORKERS	26	14%	21	38%
AGRICULTURAL WORKERS	2	1%	2	3%
BLUE COLLAR WORKERS	97	54%	27	48%
TOTALS	180	100%	56	100%

TABLE 6

SEX OF EMPLOYED AND UNEMPLOYED FORMER STUDENTS

	EMPLOYED		UNEMPLOYED	
	NUMBER	%	NUMBER	%
MALES	122	68%	44	52%
FEMALES	58	32%	40	48%
TOTALS	180	100%	84	100%

TABLE 7

ETHNIC OR CULTURAL GROUP OF EMPLOYED AND UNEMPLOYED FORMER STUDENTS

	EMPLOYED		UNEMPLOYED	
	NUMBER	%	NUMBER	%
NEGRO	19	11%	24	29%
MEXICAN-AMERICAN	46	25%	17	20%
OTHER	115	64%	43	51%
TOTALS	180	100%	84	100%

TABLE 8

DEPARTURE FROM SCHOOL OF EMPLOYED AND UNEMPLOYED FORMER STUDENTS

	EMPLOYED		UNEMPLOYED	
	NUMBER	%	NUMBER	%
HIGH SCHOOL DIPLOMA	51	28%	7	8%
ELEMENTARY CERTIFICATE	29	16%	10	12%
CERTIFICATE OF ATTENDANCE	68	38%	39	47%
DROPPED OUT	16	9%	16	19%
DISMISSED	15	8%	12	14%
WITHDRAWN BY PARENTS	1	1%	0	0
TOTALS	180	100%	84	100%

OF THEIR PREVIOUS JOB HISTORIES. IN THIS RESPECT, THE EXPERIENCE OF FORMER STUDENTS IS SIMILAR TO REPORTS ABOUT THE GENERAL POPULATION: EMPLOYERS TEND TO VALUE DEPENDABILITY, COOPERATION, AND GOOD WORK HABITS. (36) THREE YOUNG SINGLE WOMEN REPORTED THAT THEY WERE NOT EMPLOYED BECAUSE OF PREGNANCY. ONE INDIVIDUAL REPORTED BEING LAID OFF AT HIS LAST JOB, AND ANOTHER INDIVIDUAL REPORTED THAT HE WAS BETWEEN CONSTRUCTION JOBS.

TEN FORMER STUDENTS REPORTED BEING TOO SICK OR DISABLED TO WORK AT THAT TIME. SEVEN ADDITONAL FORMER STUDENTS, WHO REPORTED OTHER REASONS FOR UNEMPLOYMENT, COULD PROBABLY BE INCLUDED WITH THESE TOO SICK OR DISABLED TO WORK. THREE OF THE 17 WERE RECOVERING FROM ACUTE CONDITIONS AND EXPECTED TO BE ABLE TO WORK AGAIN. SIX OF THE 14 REPORTING CHRONIC CONDITIONS WERE OF LOW IQ WITH ADDITIONAL PHYSICAL AND/OR EMOTIONAL HANDICAPS. OF THE REMAINING EIGHT, THREE REPORTED ADDITIONAL PHYSICAL HANDICAPS WHICH MADE FULL-TIME GAINFUL EMPLOYMENT DIFFICULT, THREE REPORTED EMOTIONAL PROBLEMS WHICH RENDERED THEM UNABLE TO WORK, ONE WAS A RESIDENT OF A STATE SCHOOL FOR THE MENTALLY RETARDED, AND ONE WAS AN INMATE AT A CORRECTIONAL INSTITUTION.

OF THE 13 INDIVIDUALS WHO REPORTED THEY WERE NOT WORKING BECAUSE THEY WERE NOT TRAINED TO WORK, 6 HAD RECEIVED NO POST-SECONDARY TRAINING. THREE INDIVIDUALS HAD DROPPED OUT OF BUSINESS OR TECHNICAL SCHOOLS AND THREE HAD TERMINATED FROM THE HOT SPRINGS REHABILITATION CENTER BEFORE COMPLETION OF TRAINING PLANS. ONE INDIVIDUAL HAD COMPLETED TRAINING AS A KEY PUNCH OPERATOR AND HAD WORK EXPERIENCE. SEVEN OF THE 13 WHO REPORTED NOT BEING TRAINED TO WORK HAD EXPERIENCED DIFFICULTIES IN REGARD TO PERSONAL ADJUSTMENT IN A SCHOOL OR TRAINING PROGRAM; 2 INDIVIDUALS HAD NEEDED SPECIALIZED MENTAL HEALTH SERVICES. FOUR OF

THE 13 INDIVIDUALS APPEARED TO BE IN DEPRIVED OR DISADVANTAGED FAMILY SITUATIONS, INCLUDING TWO FAMILIES OF MIGRATING FARM WORKERS. THE COMMENTS MADE BY THIS GROUP OF 16 INDIVIDUALS AND THEIR PARENTS EXPRESSED A NEED FOR "SELF-CARE TRAINING," HOPE FOR ADMISSION TO THE HOT SPRINGS REHABILITATION CENTER, NEED FOR CONTINUED COUNSELING TO DEAL WITH SERIOUS EMOTIONAL PROBLEMS AND NEED FOR PLACEMENT IN SUITABLE PROGRAMS IN A STATE SCHOOL FOR THE MENTALLY RETARDED. ONE PARENT HAD REFUSED TO COOPERATE IN SEEKING REHABILITATION SERVICES FOR A DISTURBED INDIVIDUAL, AND EXPRESSED CONSIDERABLE ANGER AND HOSTILITY.

TWENTY-EIGHT FORMER STUDENTS REPORTED THAT THEY WERE SEEKING WORK BUT HAD NOT FOUND EMPLOYMENT AT THAT TIME. FOUR PERSONS HAD JUST COMPLETED TRAINING PROGRAMS AND WERE AWAITING PLACEMENT. AS PREVIOUSLY MENTIONED, FOUR REPORTED HAVING DIFFICULTIES FINDING EMPLOYMENT BECAUSE OF PREVIOUS JOB HISTORIES. THREE INDIVIDUALS HAD BEEN UNEMPLOYED FOR ONE MONTH BECAUSE OF SEASONAL FLUCTUATIONS IN AGRICULTURAL AND CONSTRUCTION JOBS. TWO INDIVIDUALS HAD JUST LEFT JOBS TO MOVE TO DIFFERENT CITIES TO LOOK FOR BETTER-PAYING JOBS. ONE INDIVIDUAL REPORTED THAT EMPLOYERS IN HIS CITY WOULD NOT HIRE A DEAF PERSON ON A PERMANENT BASIS BECAUSE OF INCREASED INSURANCE RISK; THIS INDIVIDUAL WAS MOSTLY SELF-SUPPORTING THROUGH A SERIES OF ODD JOBS. ONE INDIVIDUAL HAD JUST BEEN TERMINATED FROM THE JOB CORPS. ANOTHER INDIVIDUAL REPORTED HAVING DIFFICULTY "GETTING ALONG" AND ADJUSTING ON JOBS, AND HAD NOT BEEN ABLE TO FIND ANY GOOD-PAYING JOBS. HE WAS INTERESTED IN REHABILITATION SERVICES, BUT REFUSED TO COOPERATE WITH THE REQUIRED DIAGNOSTIC PROCEDURES. A SECOND INDIVIDUAL REPORTED TROUBLE "GETTING ALONG" AND DIFFICULTY IN FINDING WORK. ONE PARENT REPORTED THAT A FORMER STUDENT WAS UNABLE TO

FIND WORK BECAUSE HE DID NOT UNDERSTAND THAT HE WOULD HAVE TO BE TRAINED AT NO PAY BEFORE HE COULD EARN MONEY. THE PARENT WANTED THE FORMER STUDENT TO ACCEPT A TRAINING PROGRAM, BUT FELT INADEQUATE IN COMMUNICATING. TEN INDIVIDUALS STATED THAT THEY COULD NOT FIND A JOB; OF THE TEN, FIVE HAD COMPLETED TRAINING PROGRAMS--WELDING, AUTO MECHANICS, OR KEY PUNCH. ONE OF THE FIVE INDIVIDUALS HAD APPLIED FOR AID TO THE PERMANENTLY AND TOTALLY DISABLED, AND ALL FIVE REPORTED BEING UNEMPLOYED FOR OVER A YEAR. TWO OF THE TEN FORMER STUDENTS HAD RECEIVED NO POST-SECONDARY TRAINING, REPORTED RECENT WORK EXPERIENCE IN SERVICE OR CONSTRUCTION WORK, AND UNEMPLOYMENT OF TWO MONTHS OR LESS. THE REMAINING THREE WHO COULD NOT FIND A JOB HAD NO WORK EXPERIENCE AND NO POST-SECONDARY TRAINING; ALL THREE HAD ADDITIONAL PHYSICAL OR MENTAL HANDICAPS. ONE WAS RECEIVING WELFARE AND ONE HAD APPLIED FOR SOCIAL SECURITY DISABILITY.

OF THE REMAINING 18 FORMER STUDENTS WHO WERE NOT EMPLOYED, HOUSEWIVES, OR STUDENTS, FOUR STATED THAT THEY DID NOT WANT TO WORK AT THAT TIME. ONE WAS MENTALLY HANDICAPPED AND RECEIVING SOCIAL SECURITY DISABILITY. ONE WAS AN UNMARRIED MOTHER WITH A YOUNG CHILD, WHO LIVED WITH HER PARENTS IN A DEPRIVED HOME SITUATION. ONE HAD BEEN TRAINED AS A BEAUTICIAN AND HAD WORK EXPERIENCE; SHE HAD BEEN UNEMPLOYED AND LIVING WITH HER PARENTS FOR SIX MONTHS. THE FOURTH INDIVIDUAL HAD NO POST-SECONDARY TRAINING AND HAD HELD TWO JOBS SINCE LEAVING SCHOOL. FOURTEEN FORMER STUDENTS STATED THAT THEY WOULD RATHER DO SOMETHING OTHER THAN WORK. THREE OF THE 14 WERE HOPING TO ENROLL IN TRAINING PROGRAMS, ONE WAS ABOUT TO BE MARRIED, ONE RECENTLY SEPARATED FROM HER HUSBAND, ONE HAD JUST QUIT A TRAINING PROGRAM TO RETURN HOME, ONE HAD JUST STOPPED WORKING FOR HIS PARENTS AND MOVED AWAY FROM HOME, ONE HOPED

TO RETURN TO HER LAST JOB WHEN SCHOOL BEGAN IN THE FALL, AND ONE WHO HAD DROPPED OUT OF TWO TRAINING PROGRAMS AND QUIT HIS LAST TWO JOBS WAS NOT SURE WHAT HE WANTED TO DO. FIVE INDIVIDUALS DID NOT COMMENT ON WHAT ACTIVITY THEY PREFERRED TO WORK. ONE WAS REPORTED TO HAVE BEEN SELLING ALPHABET CARDS. OF THE OTHER FOUR, ONE INDIVIDUAL WITH LOW IQ LIVED WITH HIS PARENTS; HE HAD NO TRAINING OR WORK EXPERIENCE. ANOTHER INDIVIDUAL HAD BEEN TRAINED IN A SHELTERED WORKSHOP AND HAD LAST WORKED AS A DISHWASHER 26 MONTHS PREVIOUSLY. THE THIRD INDIVIDUAL HAD DROPPED OUT OF A TRAINING PROGRAM IN AUTO MECHANICS AND HAD LAST WORKED AS A KITCHEN HELPER ONE MONTH PREVIOUSLY. THE FOURTH INDIVIDUAL HAD COMPLETED TRAINING AS A WELDER; HE HAD BEEN UNEMPLOYED SINCE HIS LAST JOB SEVEN MONTHS PREVIOUSLY.

IN ORDER TO COMPARE THE UNEMPLOYMENT RATE AMONG THE GROUP OF FORMER STUDENTS WITH OTHER REPORTED UNEMPLOYMENT RATES, THE RATE MUST BE COMPUTED ACCORDING TO STANDARD DEFINITIONS. THE BUREAU OF LABOR STATISTICS DEFINES THE RATE OF UNEMPLOYMENT AS THE PERCENTAGE OF PERSONS IN THE LABOR FORCE WHO ARE UNEMPLOYED. NOT INCLUDED IN THE LABOR FORCE ARE HOUSEWIVES, STUDENTS, INSTITUTIONALIZED PERSONS, ILL OR DISABLED PERSONS, AND OTHERS WHO DO NOT WANT AND ARE NOT SEEKING WORK. BY THESE STANDARDS, THE PROJECT STAFF ESTIMATES THAT 229 OF 331 FORMER STUDENTS ARE IN THE LABOR FORCE, 180 EMPLOYED, RESULTING IN AN UNEMPLOYMENT RATE OF 21%. THE AVERAGE UNEMPLOYMENT RATE IN TEXAS FROM JUNE THROUGH DECEMBER 1971 WAS 4.3% (37) NATIONWIDE, IN OCTOBER 1970, UNEMPLOYMENT RATES AMONG YOUNG WORKERS AGED SIXTEEN TO TWENTY-FOUR VARIED FROM 18% OF THE HIGH SCHOOL GRADUATES TO 25% OF THOSE WITH LESS THAN A HIGH SCHOOL EDUCATION. (31)

Post-Secondary Training of Former Students

Of the 331 former students about whom information was gathered, 329 responded to questions about additional training taken after leaving Texas School for the Deaf. Over half (56%) had been involved in some type of post-school training. Kronenburg and Blake reported that 38% of the young deaf adults surveyed in 1964 and 1965 had received some post-school training. (18) Of each 100 high school graduates, it is estimated that 63% continue their education after high school. When all high school students are included, both those who graduate and those who drop, estimates are that 33% to 50% receive post-high school training. (30) Of the 185 who received additional training, 54% had completed training programs, 27% were presently enrolled and 19% had dropped out. Former students had received post-secondary training in a variety of settings; sources of training reported are as follows:

Private business colleges	26%
Private technical schools	19%
Lee College	16%
Hot Springs Rehabilitation Center	12%
Gallaudet College	10%
Sheltered workshops	9%
Public programs (Job Corps, Adult Education)	5%
Other junior colleges (excluding Lee College)	2%
Other programs	2%

38% of those receiving additional training had been enrolled in special programs for deaf students such as Gallaudet College. From the number of individuals who have been trained in special programs for the deaf, it appears that these programs have met training needs and are being utilized.

Former students were asked to name the type of post-secondary training they received. Following is a list of responses:

KEY PUNCH	17%
LIBERAL ARTS	12%
GENERAL BUSINESS	12%
WELDING	10%
PRINTING	8%
SHELTERED WORKSHOP (WORK ADJUSTMENT AND SHELTERED WORKSHOP OCCUPATIONS)	8%
DRAFTING	5%
AUTO MECHANICS	5%
BARBER-BEAUTICIAN	4%
DATA PROCESSING	4%
CLEANING AND LAUNDRY	3%
WOODWORKING	2%
BUILDING SERVICE AND MAINTENANCE	2%
PHOTOGRAPHY	1%
OTHER	7%

OF THE FORMER STUDENTS, 92% RECEIVED SUPPORT FROM VOCATIONAL REHABILITATION WHILE IN TRAINING. FORMER STUDENTS RATED THEIR POST-SECONDARY TRAINING--36% VERY GOOD, 45% GOOD, 14% FAIR, AND 6% POOR. THE PROJECT STAFF RATED THE APPROPRIATENESS OF FORMER STUDENTS' POST-SECONDARY TRAINING TO PRESENT OR LAST JOBS. (38) TRAINING WAS RATED APPROPRIATE IF AT LEAST SOMEWHAT RELATED TO THE JOB, INAPPROPRIATE IF UNRELATED TO THE JOB. IN 111 CASES, SUFFICIENT INFORMATION WAS PROVIDED TO PERMIT RATING; TRAINING WAS RATED APPROPRIATE IN 70% OF THE CASES. OF THE UNEMPLOYED FORMER STUDENTS (HOUSEWIVES AND FULL-TIME STUDENTS NOT INCLUDED), ONLY 27.3% HAD RECEIVED NO FORMAL POST-SECONDARY TRAINING. OF THE EMPLOYED FORMER STUDENTS, 51% REPORTED RECEIVING NO FORMAL POST-SECONDARY TRAINING. HOWEVER, EMPLOYED FORMER STUDENTS WHO RECEIVED FORMAL TRAINING WERE MUCH MORE LIKELY TO HAVE COMPLETED TRAINING PROGRAMS THAN UNEMPLOYED FORMER STUDENTS.

FORTY-NINE FORMER STUDENTS REPORTED BEING ENROLLED IN POST-SECONDARY TRAINING PROGRAMS AT THE TIME INFORMATION WAS GATHERED. FOUR WERE PART-TIME STUDENTS WHO HELD FULL-TIME JOBS, AND 45 WERE FULL-TIME STUDENTS.

THE STUDENTS REPORTED THE FOLLOWING SOURCES OF TRAINING:

LEE COLLEGE	37%
GALLAUDET COLLEGE	23%
PRIVATE BUSINESS COLLEGES	16%
PRIVATE TECHNICAL SCHOOLS	12%
HOT SPRINGS REHABILITATION CENTER	6%
SHELTERED WORKSHOPS	4%
DELGADO COLLEGE	2%

STUDENT REPORTED BEING ENROLLED IN THE FOLLOWING TYPES OF TRAINING:

LIBERAL ARTS	24%
PRINTING	15%
GENERAL BUSINESS	15%
DRAFTING	13%
BARBER AND BEAUTICIAN	11%
KEY PUNCH	6%
WELDING	4%
DATA PROCESSING	4%
AUTO MECHANICS	4%
SHELTERED WORKSHOP	2%
WOODWORK	2%

AS OF THE TIME THIS INFORMATION WAS GATHERED, NO FORMER STUDENTS IN THIS GROUP HAD GRADUATED FROM GALLAUDET SINCE NOT ENOUGH TIME HAD ELAPSED FOR MOST TO COMPLETE A FIVE-YEAR PROGRAM. OF THE TOTAL NUMBER OF HIGH SCHOOL STUDENTS IN THE UNITED STATES, ONLY 13% TO 16% ARE EXPECTED TO EVENTUALLY GRADUATE FROM COLLEGE. (30) FROM THE REPORTS OF PRESENT SOURCE OF TRAINING IT APPEARS THAT MANY OF THE PRESENT STUDENTS (68%) HAVE ENROLLED IN SPECIAL PROGRAMS FOR THE DEAF, SUCH AS THE HEARING IMPAIRED PROJECT AT LEE COLLEGE. FROM THE NUMBER OF INDIVIDUALS WHO ARE ENROLLED IN THESE SPECIAL PROGRAMS, IT APPEARS THAT THESE SPECIAL PROGRAMS, SOME RELATIVELY NEW, HAVE MET TRAINING NEEDS AND ARE BEING UTILIZED.

FORMER STUDENTS WERE ASKED TO RATE THEIR TRAINING AT TEXAS SCHOOL FOR THE DEAF, AND TO MAKE COMMENTS REGARDING THE RATING GIVEN. 45% OF THE RESPONDENTS RATED THEIR TRAINING AS VERY HELPFUL, 41% AS SOMEWHAT HELPFUL, AND 13% AS NOT HELPFUL IN PREPARING THEM FOR ADULT LIFE. THE COMMENTS WHICH WERE MADE INDICATED A WIDE RANGE OF OPINIONS AS TO WHAT WAS HELPFUL OR NOT HELPFUL. IN GENERAL, RESPONDENTS FOUND THE FOLLOWING TO BE HELPFUL:

1. TRAINING IN COMMUNICATION SKILLS--SIGNS AND FINGERSPELLING, SPEECH, LIPREADING, READING, WRITING
2. LEARNING TO HELP OTHER PEOPLE
3. TRAINING IN SPECIFIC VOCATIONAL AREAS WHICH LED TO IMMEDIATE EMPLOYMENT
4. TRAINING FOR PERSONAL AND SOCIAL ADJUSTMENT--MEETING OTHERS, PREPARATION FOR INDEPENDENT LIVING, LEARNING COOPERATION, CONCENTRATION, RESPONSIBILITY, LEADERSHIP
5. LEARNING WITH THE ASSISTANCE OF COMPETENT, INTERESTED TEACHERS, MANY OF WHOM WERE DEAF
6. EXPLORING DIFFERENT KINDS OF WORK BEFORE MAKING DECISIONS ABOUT OCCUPATIONS
7. TRAINING SERVED AS A BASIS FOR FURTHER EDUCATION
8. LEARNING TO DRIVE

IN GENERAL, FORMER STUDENTS MENTIONED THE FOLLOWING AS NEGATIVE OR NOT HELPFUL ASPECTS OF THEIR TRAINING AT TEXAS SCHOOL FOR THE DEAF:

1. THE EDUCATIONAL PERIOD WAS TOO SHORT; MANY STUDENTS BEGAN THEIR EDUCATION TOO LATE AND/OR DROPPED OUT OR TERMINATED TOO SOON.
2. THE VOCATIONAL TRAINING RECEIVED WAS GENERAL; THERE WAS NOT ENOUGH PREPARATION FOR SPECIFIC JOBS, AND NOT ENOUGH JOB OPPORTUNITIES IN THE AREAS WHERE TRAINING WAS PROVIDED.
3. IN OUTSIDE-CLASS ACTIVITIES, FAILURE TO EMPHASIZE THE LEARNING OF DAILY LIVING SKILLS AND PREPARATION FOR ADULT RESPONSIBILITIES.
4. SOME FORMER STUDENTS FELT THAT NOT ENOUGH ATTENTION WAS GIVEN TO DEVELOPING GOOD ENGLISH COMMUNICATION AND OTHER LANGUAGE SKILLS.
5. OVEREMPHASIS ON ACADEMIC SUCCESS AT THE EXPENSE OF VOCATIONAL AND PERSONAL-SOCIAL DEVELOPMENT WAS MENTIONED, PARTICULARLY BY PARENTS OF MULTI-HANDICAPPED INDIVIDUALS.
6. SEVERAL FORMER STUDENTS COMMENTED THAT THEY WERE NOT PERSONALLY INTERESTED IN STUDYING THE COURSES TAUGHT IN SCHOOL. A FEW

FELT THAT IF MORE HAD BEEN DEMANDED OF THEM, THEY WOULD HAVE RESPONDED, BUT OTHERS FELT THAT THE CONTENT TAUGHT AND THE LIVING SITUATION NEEDED TO BE RELATED MORE CLOSELY TO STUDENTS' LIFE PLANS IN ORDER TO MOTIVATE AND INTEREST OLDER STUDENTS.

IN REGARD TO FUTURE EDUCATION AND/OR TRAINING, FORMER STUDENTS WERE ASKED IF THEY FELT A PERSONAL NEED FOR MORE TRAINING. OF THE 308 WHO RESPONDED, 45% REPORTED NO NEED FOR FURTHER EDUCATION/TRAINING, 41% REPORTED A NEED FOR SOME ADDITIONAL EDUCATION/TRAINING, AND 13% REPORTED THAT THEY WERE PRESENTLY RECEIVING THE NEEDED TRAINING OR EDUCATION. THE 127 INDIVIDUALS WHO WERE INTERESTED IN MORE EDUCATION WERE ASKED TO EXPLAIN WHAT KIND OF TRAINING WAS DESIRED. INDIVIDUAL GROWTH, DEEPER KNOWLEDGE OF A TRADE OR SUBJECT, ENLARGED COMMUNICATION SKILLS, ECONOMIC IMPROVEMENT, AND PERSONAL-SOCIAL ADJUSTMENT WERE THE PURPOSES MENTIONED. SEVERAL INDIVIDUALS MENTIONED A NEED FOR SPECIAL EDUCATIONAL SERVICES TO ENABLE THEM TO PROFIT FROM FURTHER TRAINING, SUCH AS COUNSELING AND THERAPY FOR PERSONAL AND VOCATIONAL PROBLEMS, TRAINING TO UPGRADE COMMUNICATION SKILLS ENOUGH TO PERMIT ENTERING A TRAINING PROGRAM, AND PREPARATION FOR INDEPENDENT LIVING (HANDLING MONEY AND PERSONAL BUSINESS AFFAIRS) FOR MULTI-HANDICAPPED PERSONS ESPECIALLY. FORMER STUDENTS INDICATED INTEREST IN MANY KINDS OF TRAINING; SOME OF THOSE WHO WERE PRESENTLY EMPLOYED FELT THAT CONTINUING ON-THE-JOB TRAINING WAS THE BEST WAY TO UPGRADE SKILLS, EARN PROMOTIONS, AND IMPROVE ONESELF. OTHERS PRESENTLY EMPLOYED WERE INTERESTED IN LEARNING A BACK-UP SKILL, "SOMETHING TO FALL BACK ON" IF THE PRESENT JOB WAS LOST. SOME HOUSEWIVES WERE INTERESTED IN LEARNING A SKILL FOR FUTURE EMPLOYMENT. THE UNEMPLOYED FORMER STUDENTS EXPRESSED INTEREST IN TYPES OF TRAINING WHICH WOULD LEAD TO IMMEDIATE EMPLOYMENT; SOME MENTIONED NEEDING A HIGH SCHOOL DIPLOMA

OR MORE TRAINING IN ONE AREA IN ORDER TO GET A JOB. THE SPECIFIC KINDS OF TRAINING MOST OFTEN MENTIONED WERE BASIC ACADEMIC SUBJECTS SUCH AS ENGLISH AND MATH, TRAINING IN ALL MEANS OF COMMUNICATION, PERSONAL-SOCIAL ADJUSTMENT (DAILY LIVING SKILLS, INDEPENDENT LIVING), AND PREPARATION FOR WORK AS A BUTCHER, CAFETERIA WORKER, POST OFFICE CLERK, RADIO-TV REPAIRMAN, APPLIANCE AND AIR-CONDITIONING REPAIRMAN, HOSPITAL WORKER, SHOE REPAIRMAN, AS WELL AS MORE TRADITIONAL VOCATIONAL COURSES. SOME INDIVIDUALS WERE NOT SURE WHAT KIND OF TRAINING THEY NEEDED OR WANTED. ONE INDIVIDUAL WANTED TRAINING IN A SPECIFIC CITY, AND ONE WANTED TRAINING APPROPRIATE FOR HER PHYSICAL ABILITIES. SEVERAL STATED THEY WANTED SOME SORT OF TRAINING WHICH WOULD OFFER SUPERVISED WORK EXPERIENCE LEADING TO A PERMANENT JOB; ONE PARENT WROTE

> "THIS ADVICE IS FROM A LIFE-LONG (PRACTICALLY) CRAFTSMAN AND TECHNICAL MAN, TOPPED OFF WITH YEARS OF ADMINISTRATIVE EXPERIENCE--AS WELL AS BEING A PARENT OF A DEAF CHILD. BETTER TRAINING WOULD BE OBTAINED ON THE JOB, RATHER THAN IN SCHOOLS. IT TAKES YEARS TO MAKE A GOOD CRAFTSMAN, AND A FEW, OR SEVERAL WEEKS TRAINING IN A VOCATIONAL SCHOOL IS A POOR SUBSTITUTE."

TWO OTHER ITEMS INCLUDED IN THE QUESTIONNAIRE ASKED IF RESPONDENTS UNDERSTOOD THE SERVICES OF VOCATIONAL REHABILITATION AND IF RESPONDENTS USED PERSONAL HEARING AIDS. A TOTAL OF 319 FORMER STUDENTS RESPONDED TO THE ITEM ABOUT VOCATIONAL REHABILITATION SERVICES; 76% INDICATED THAT THEY UNDERSTOOD HOW VOCATIONAL REHABILITATION COULD BE OF HELP. 24% DID NOT INDICATE UNDERSTANDING HOW VOCATIONAL REHABILITATION COULD BE OF SERVICE TO DEAF PERSONS. A FEW COMMENTS WERE MADE BY PERSONS PRESENTLY RECEIVING SERVICES THROUGH VOCATIONAL REHABILITATION. THOSE IN TRAINING WERE, IN GENERAL, PLEASED WITH THE TRAINING BEING RECEIVED. THOSE AWAITING JOB PLACEMENT OR ADMISSION TO A TRAINING CENTER WERE

IMPATIENT WITH DELAYS AND EAGER TO BEGIN. PARENTS OF SEVERAL MULTI-HANDICAPPED FORMER STUDENTS STATED THAT VOCATIONAL REHABILITATION HAD BEEN UNABLE TO HELP THEM, AND THE PARENTS FELT HELPLESS. IN GENERAL, PARENTS WERE PLEASED WHEN A SPECIAL COUNSELOR FOR THE DEAF WAS AVAILABLE TO SERVE FORMER STUDENTS. IN REGARD TO THE USE OF PERSONAL HEARING AIDS, 317 RESPONSES WERE RECEIVED; 55% DID NOT USE HEARING AIDS. AMONG THE 131 (45%) WHO USED HEARING AIDS, A RANGE OF 1 TO 23 YEARS OF USE WAS REPORTED; TWENTY (15%) OF THE 131 HAD USED AIDS ONE YEAR OR LESS. FAMILIES HAD PROVIDED 59% OF THE AIDS, VOCATIONAL REHABILITATION 29%, AND OTHER PUBLIC AND PRIVATE AGENCIES 16%. OF THE 131 HEARING AID USERS, 75% INDICATED THAT USE OF AN AID WAS HELPFUL IN SOME SPECIFIC WAY. MOST WHO FOUND AIDS HELPFUL COMMENTED THAT THEIR GENERAL ALERTNESS AND SENSE OF SAFETY WAS ENHANCED BY SOME AWARENESS OF SOUNDS--DOORBELLS OR TELEPHONE RINGING, CARS HONKING, VOICES CALLING ONE'S NAME. OTHERS MENTIONED NEEDING THE AID IN ORDER TO FUNCTION AT WORK, MONITOR OWN SPEECH, HELP WHILE DRIVING, AID SPEECHREADING OR ALLOW ENJOYMENT OF MUSIC, TELEVISION, AND MOVIES. MANY OF THOSE WHO DID NOT USE AN AID HAD TRIED ONE IN THE PAST, AND SIMPLY DID NOT FIND THE AID HELPFUL. OTHERS COMMENTED THAT THE LOUDNESS OF THE AID CAUSED NERVOUSNESS. SOME REPORTED THAT AIDS WERE FREQUENTLY OUT-OF-ORDER AND TOO EXPENSIVE TO REPAIR. TWO RESPONDENTS COMMENTED THAT THE ONLY USE OF AN AID WAS TO SIGNAL THAT ONE IS HEARING-IMPAIRED; ONE PERSON FOUND THIS EMBARASSING AND THE OTHER REGARDED THIS AS HELPFUL.

V. DISCUSSION

THE BASIC PURPOSE OF THIS PROJECT, AND THE FIRST OBJECTIVE, WAS TO CONDUCT A FOLLOW-UP SURVEY OF FORMER STUDENTS OF TEXAS SCHOOL FOR THE DEAF. BASIC VOCATIONAL INFORMATION WAS SECURED FROM 331 RESPONDENTS, WHO REPRESENT 88.7% OF THE 373 FORMER STUDENTS TO WHOM QUESTIONNAIRES WERE SENT. THE PROJECT HAS SUPPLIED SOME BASIC INFORMATION ABOUT OCCUPATIONS, INCOME, UNEMPLOYMENT, AND POST-SCHOOL TRAINING AMONG FORMER STUDENTS OF TEXAS SCHOOL FOR THE DEAF. FROM THE INFORMATION RECEIVED, IT APPEARS THAT THE 54% OF FORMER STUDENTS WHO ARE EMPLOYED WORK IN A WIDE VARIETY OF OCCUPATIONS, AND THAT LARGER PERCENTAGES ARE EMPLOYED IN WHITE COLLAR AND SERVICE JOBS THAN REPORTED IN EARLIER SURVEYS. THE INDUSTRIAL DISTRIBUTION OF EMPLOYED FORMER STUDENTS DIFFERED FROM THE LAST NATIONAL SURVEY IN THAT MORE FORMER STUDENTS WERE EMPLOYED BY GOVERNMENT AND SERVICE ESTABLISHMENTS, WITH RELATIVELY FEWER IN MANUFACTURING. PAY VARIED BY SEX, RACE, OCCUPATIONAL STANDING AND INDUSTRY. YOUNG DEAF MALES EARNED MORE THAN FEMALES, WHITES EARNED MORE THAN NON-WHITES. WHITE COLLAR WORKERS EARNED MORE THAN OTHER WORKERS. WORKERS IN THE GOVERNMENT AND CONSTRUCTION INDUSTRIES EARNED MORE THAN THOSE IN OTHER INDUSTRIES. YOUNG DEAF WORKERS REPORTED SOME PROBLEMS ON THEIR JOBS, BUT MORE THAN HALF REPORTED LIKING THEIR JOBS AND HAVING NO UNUSUAL DIFFICULTIES.

THE FORMER STUDENTS WHO WERE NOT EMPLOYED WERE ENGAGED IN A VARIETY

OF ACTIVITIES. HOUSEWIVES COMPOSED 7% OF THE 331, AND FULL-TIME STUDENTS 14% OF THE 331. THE REMAINING 25% WERE NOT WORKERS, HOUSEWIVES, OR STUDENTS, AND NOT ALL WANTED OR WERE ABLE TO SEEK WORK. THE UNEMPLOYMENT RATE, COMPUTED BY STANDARD DEFINITIONS, WAS ESTIMATED TO BE 21%. THIS RATE IS HIGH COMPARED TO THE GENERAL POPULATION, BUT IN THE RANGE OF UNEMPLOYMENT AMONG YOUNG PEOPLE, AND PARTICULARLY CLOSE TO THE UNEMPLOYMENT RATE NATIONALLY FOR YOUNG PEOPLE WITH LESS THAN A HIGH SCHOOL EDUCATION. AS IN THE GENERAL POPULATION, THE PROBLEM OF UNEMPLOYMENT WAS GREATER FOR THE YOUNGER, NONWHITE, LESS WELL-EDUCATED WORKER. THE UNEMPLOYED FORMER STUDENTS, AS A GROUP, BEGAN FORMAL EDUCATION LATER, ACHIEVED AT LOWER LEVELS, AND LEFT SCHOOL EARLIER. RELATIVELY MORE FEMALES, EXCLUDING HOUSEWIVES, REPORTED BEING UNEMPLOYED, PERHAPS BECAUSE IT IS MORE ACCEPTABLE FOR WOMEN NOT TO WORK WHILE CONTINUING TO LIVE WITH PARENTS, OR BECAUSE PARENTS ARE MORE PROTECTIVE TOWARD DAUGHTERS. THERE WAS SOME INDICATION THAT THOSE WHO HAD LOST JOBS WERE DISCHARGED FOR SOCIAL RATHER THAN OCCUPATIONAL CAUSES, AS IS GENERALLY REPORTED AMONG THE LARGER POPULATION. (39) THE UNEMPLOYED, AS A GROUP, HAD A HIGHER RATE OF SECONDARY HANDICAPS--ESPECIALLY LOW IQ AND EMOTIONAL-BEHAVIORAL DISTURBANCE.

FROM THE INFORMATION RECEIVED FROM RESPONDENTS, IT APPEARS THAT AN INCREASING NUMBER OF FORMER STUDENTS ARE RECEIVING SOME SORT OF POST-SCHOOL TRAINING. ALMOST ALL WHO RECEIVED ADDITIONAL TRAINING OR EDUCATION HAD BEEN ASSISTED BY VOCATIONAL REHABILITATION. OF THOSE WHO RECEIVED POST-SCHOOL TRAINING OR EDUCATION, 70% WERE OR HAD BEEN EMPLOYED IN WORK APPROPRIATE TO THEIR POST-SCHOOL TRAINING. APPROXIMATELY ONE-HALF OF THE FORMER STUDENTS WHO WERE EMPLOYED HAD RECEIVED FORMAL

POST-SCHOOL TRAINING AND THE OTHER HALF HAD RECEIVED ON-THE-JOB TRAINING. APPROXIMATELY THREE-FOURTHS OF THE UNEMPLOYED FORMER STUDENTS HAD RECEIVED SOME POST-SCHOOL TRAINING OR EDUCATION, BUT THE RATE OF COMPLETION OF TRAINING WAS LOWER AND ADJUSTMENT DIFFICULTIES IN TRAINING MORE FREQUENT. THE SMALL GROUP OF UNEMPLOYED FORMER STUDENTS WHO HAD NO WORK EXPERIENCE NOR POST-SCHOOL TRAINING APPEARED TO BE IN NEED OF STRUCTURED TERMINAL OR TRANSITIONAL LIVING AND WORKING ENVIRONMENTS, SINCE MANY PERSONS IN THIS GROUP HAD ADDITIONAL PHYSICAL, MENTAL, OR EMOTIONAL PROBLEMS WHICH MADE IT DIFFICULT OR IMPOSSIBLE FOR THEM TO PARTICIPATE IN REGULAR WORK OR TRAINING SITUATIONS.

ONE SIGNIFICANT IMPLICATION OF THE DATA IN THIS REPORT IS THE CRITICAL ROLE OF PERSONAL-SOCIAL ADJUSTMENT IN VOCATIONAL DEVELOPMENT. SINCE VOCATIONAL DEVELOPMENT IS ONE ASPECT OF TOTAL DEVELOPMENT, IT IS REASONABLE TO EXPECT THAT OPTIMUM PERSONAL-SOCIAL DEVELOPMENT PROMOTES VOCATIONAL SUCCESS AND HAPPINESS. WHILE MOST OF THE GROUP OF FORMER STUDENTS DID NOT EXPERIENCE DIFFICULTIES IN REGARD TO PERSONAL-SOCIAL ADJUSTMENT, SOME EMPLOYED FORMER STUDENTS DID REPORT SUCH PROBLEMS. THOSE FORMER STUDENTS WHO HAD LOST JOBS WERE DISCHARGED FOR "PERSONALITY" OR "ADJUSTMENT" REASONS RATHER THAN FOR LACK OF SKILL OR INABILITY TO DO THE WORK. MORE UNEMPLOYED THAN EMPLOYED FORMER STUDENTS HAD RECEIVED POST-SCHOOL TRAINING, BUT THE UNEMPLOYED HAD MORE PROBLEMS IN ADJUSTING TO A TRAINING SITUATION, A LOWER RATE OF COMPLETION OF TRAINING, AND A HIGHER INCIDENCE OF EMOTIONAL AND BEHAVIORAL PROBLEMS. OTHER RESEARCHERS HAVE REACHED SIMILAR CONCLUSIONS ABOUT THE IMPORTANCE OF PERSONAL-SOCIAL ADJUSTMENT:

> WE MADE A STATEMENT THEN WHICH MIGHT SERVE AS A KEYNOTE

> STATEMENT NOW. CERTAINLY EDUCATION AND VOCATIONAL TRAINING ARE IMPORTANT, WE SAID, BUT TO BE EFFECTIVE THEY REQUIRE AN EMOTIONALLY STABLE STUDENT. ... THE INDIVIDUAL WITH A SOUND FOUNDATION FOR HEALTHY LIVING IN SCHOOL AND HOME HAS THE BEST CHANCE TO ACHIEVE VOCATIONAL AND PERSONAL FULFILLMENT.... (15)

THE SECOND OBJECTIVE OF THIS PROJECT WAS TO SHARE THE INFORMATION GATHERED WITH INDIVIDUALS AND ORGANIZATIONS PLANNING AND OPERATING PROGRAMS FOR DEAF CLIENTS. COPIES OF THIS REPORT HAVE BEEN REQUESTED BY AND WILL BE DISTRIBUTED TO PROFESSIONALS AND AGENCIES BOTH IN AND OUT OF THE STATE. THE PROJECT STAFF MEMBERS HAVE BEEN ASKED TO SHARE INFORMATION ABOUT THE PROJECT AT MEETINGS OF THE TEXAS SOCIETY OF INTERPRETERS FOR THE DEAF, TEXAS SCHOOL FOR THE DEAF STAFF, TEACHER TRAINING SEMINARS, CIVIC GROUPS, AND THE COORDINATORS OF COUNTY-WIDE DAY SCHOOLS. PLANS HAVE BEEN MADE FOR THE PROJECT DIRECTOR AND COORDINATOR TO VIDEOTAPE A PRESENTATION FOR TEXAS SCHOOL FOR THE DEAF STUDENTS, STAFF AND OTHERS, TO BE DISSEMINATED THROUGH THE TEXAS SCHOOL FOR THE DEAF MEDIA CENTER. THE PROJECT STAFF WILL BE AVAILABLE FOR FUTURE PRESENTATIONS, AND COPIES OF THE REPORT WILL BE AVAILABLE FOR USE BY INTERESTED PARTIES IN THE FUTURE. THE THIRD OBJECTIVE OF THE PROJECT IS TO USE THE INFORMATION FROM THE FOLLOW-UP SURVEY--TO PLAN NEW VOCATIONAL PROGRAMS, MODIFY EXISTING PROGRAMS, OR SUGGEST WHAT POTENTIAL NEEDS FOR SERVICE MAY EXIST. THE INFORMATION FROM THIS PROJECT HAS BEEN USED IN PLANNING THE PROJECT "DEVELOPMENT OF A CAREER EDUCATION CURRICULUM FOR DEAF STUDENTS AT THE TEXAS SCHOOL FOR THE DEAF," AND THE PROJECT STAFF WILL BE PART OF A PLANNING WORKSHOP FOR TEACHERS DURING THE SUMMER. ALSO, INFORMATION FROM THIS PROJECT WAS CONSIDERED BY THE PLANNING COMMITTEE FOR THE PROJECT "STATEWIDE CURRICULUM COORDINATION AND MEDIA DEVELOPMENT PROGRAM FOR THE DEAF". IT IS HOPED THAT THE PROJECT WILL BE USEFUL TO OTHER

AGENCIES AND ORGANIZATIONS FOR FUTURE PLANNING.

IN REGARD TO INTERPRETATIONS AND USE OF THE INFORMATION IN THIS REPORT, TWO QUALIFICATIONS MUST BE MENTIONED. FIRST, THE GROUP OF FORMER STUDENTS OF TEXAS SCHOOL FOR THE DEAF FOLLOWED IN THIS STUDY ARE LIMITED IN AGE RANGE AND IN LENGTH OF WORK EXPERIENCE; THEIR EXPERIENCE REPRESENTS ONLY ONE STAGE OF THEIR CAREER DEVELOPMENT. THE GROUP OF FORMER STUDENTS FOLLOWED IN THIS SURVEY ARE ENGAGED IN A LIFELONG PROCESS OF CAREER DEVELOPMENT. IT IS NOT POSSIBLE TO GENERALIZE FROM THE INFORMATION IN THIS REPORT ABOUT DEAF WORKERS OF ALL AGES, SINCE THE GROUP OF FORMER STUDENTS IS NOT REPRESENTATIVE. HOWEVER, THIS INFORMATION IS RELEVANT TO YOUNG DEAF PEOPLE. AGE IS A CRITICAL FACTOR IN INCOME, WHICH TENDS TO BE LOWEST IN THE EARLY WORKING YEARS. FROM THE INCOME DATA REPORTED BY FORMER STUDENTS, THERE WAS SOME INDICATION THAT THE PAY OF DEAF WORKERS PEAKS EARLIER AND AT LOWER LEVELS. HOWEVER, THE NUMBER OF INDIVIDUALS WITH SUBSTANTIAL WORK EXPERIENCE WAS TOO SMALL TO OBTAIN STATISTICALLY SIGNIFICANT RESULTS. WITHOUT FOLLOW-UP AFTER LONGER PERIODS OF WORK EXPERIENCE, IT IS NOT POSSIBLE TO DETERMINE LONG-TERM PATTERNS IN INCOME AND TRENDS IN UNEMPLOYMENT. CONTINUED FOLLOW-UP, DURING LATER STAGES OF CAREER DEVELOPMENT, IS DESIRABLE.

THE SECOND QUALIFICATION IN REGARD TO THIS DATA CONCERNS THE RELIABILITY OF THE INFORMATION UPON WHICH THIS REPORT IS BASED. DATA FROM QUESTIONNAIRES ARE LIMITED BY THE RESPONDENTS' WILLINGNESS AND ABILITY TO GIVE VERBAL REPORTS. MEMORY OF PAST EVENTS, READING ABILITY, AND CLARITY OF THE QUESTIONS INFLUENCE THE SUBJECTS' WRITTEN REPORTS. QUESTIONNAIRE SURVEYS GENERALLY HAVE RESPONSE RATES OF 25% OR BELOW, AND THOSE FEW WHO RETURN QUESTIONNAIRES CANNOT BE ASSUMED TO BE

REPRESENTATIVE OF THE ENTIRE GROUP. (40) HOWEVER, SINCE THIS SURVEY HAD A MUCH HIGHER RESPONSE RATE, THERE IS GREATER LIKELIHOOD THAT THE RESPONDENTS ARE REPRESENTATIVE. OTHER EFFORTS MADE TO ENHANCE RELIABILITY INCLUDE ADAPTING THE QUESTIONNAIRE FOR EASE AND CLARITY IN READING, CONFINING THE QUESTIONS TO RELATIVELY RECENT EXPERIENCES, AND OBSERVING STRICT CONFIDENTIALITY TO PROTECT THE PRIVACY OF THE RESPONDENTS.

IN CONCLUSION, THE PROJECT STAFF RECOMMENDS THAT:

1. INCREASED EFFORTS BE MADE TO INVOLVE PARENTS, EMPLOYERS AND BUSINESSMEN, DEAF ADULTS, MANPOWER AGENCIES, AND REHABILITATION PERSONNEL IN PLANNING FOR THE OPTIMUM CAREER DEVELOPMENT OF DEAF STUDENTS, PERHAPS THROUGH THE MEDIUM OF AN ADVISORY COMMITTEE.
2. CONSIDERATION BE GIVEN TO IMPLEMENTING A CONTINUOUS, TOTAL PROGRAM OF CAREER EDUCATION (41), INCLUDING EXPANDED PERSONAL AND VOCATIONAL GUIDANCE SERVICES TO BE PROVIDED BY QUALIFIED COUNSELING PERSONNEL.
3. CONTINUATION OF FOLLOW-UP EFFORTS, INCLUDING A SIMPLE SURVEY OF FORMER STUDENTS ONE YEAR AFTER LEAVING TEXAS SCHOOL FOR THE DEAF, AND RESTUDY OF THIS PROJECT'S GROUP OF FORMER STUDENTS FIVE YEARS FROM NOW.

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APPENDIX A

(QUESTIONNAIRE PRINTED ON BLUE PAPER)

TEXAS SCHOOL FOR THE DEAF
TELEPHONE HI 3-7821 AREA CODE 512
1102 SOUTH CONGRESS AVENUE
AUSTIN, TEXAS 78704

Dear Former Student:

Texas School for the Deaf needs your help. Please answer the questions on the form enclosed. Then send the form back. The school needs to know these things to be able to give better job training to deaf children. It will also help find better jobs for deaf people who have finished school.

If you do not understand the questions, please ask a friend or someone in your family to help you. Be honest with your answers. Everything you tell us will be kept secret. Your name will not be made public.

When we get enough forms back, we will write a report with numbers. The report will be made public to you and to people who are interested in work for the deaf. Please send the form back soon. Thank you for your help.

Sincerely,

A.W. Douglas

A.W. Douglas
Superintendent

AWD:oo

MAIL THE FORM BACK PLEASE!

64
72

I. IF YOU ARE NOT WORKING GO TO PAGE 2.

II. IF YOU ARE WORKING NOW. ANSWER THE QUESTIONS ON THIS PAGE.

1. What is the name of the company you work for? (Where do you work?)

_____

2. What kind of company do you work for? (What does the company make or do?)

_____

_____

3. What is the name of your job? _____

4. Please tell what you do on your job. _____

_____

5. What is your total pay (before tax or anything is taken out)?

$_____per ☐hour ☐week ☐month ☐year
☐other (explain) _____

6. How long have you worked at this job? _____ ☐months
☐years

7. How many hours do you work each week? _____

8. Who helped you get your job?
☐newspaper ad
☐friends
☐Vocational Rehabilitation (VR)
☐school
☐Texas Employment Commission (TEC)
☐private employment agency
☐family
☐no one helped me
☐other (explain) _____

9. Do you like your job?
☐Like it very much ☐Okay ☐Don't like it

10. How does your boss communicate with you?
☐speech
☐writing
☐made-up signs
☐real signs and fingerspelling
☐interpreter

11. Would you like some other kind of work better?
☐yes ☐don't know ☐ no

12. What problems or difficulties do you have on your job? _____

_____

_____

NOW GO TO PAGE 3

III. IF YOU ARE NOT WORKING NOW, ANSWER THE QUESTIONS ON THIS PAGE.

1. Why are you not working now?

☐I am a fulltime housewife.
☐I am in school.
☐I don't want to work now.
☐I am too sick to work.
☐I am not trained to work.
☐I would rather do something else.
☐Other (explain)_____

2. Who pays for your food, room, clothes, and other things?
☐Family
☐Government (Social Security, Welfare, Vocational Rehabilitation)
☐Hospital or special school
☐Other (explain) _____

3. Have you worked since you left TSD?

☐No. GO TO PAGE 3

☐Yes. Answer the questions below.

a. When was the last time you worked?_____

b. What kind of work did you do at your last job?_____

_____

c. What was your total pay (before tax or anything was taken out)?

$_____ _____PER ☐hour ☐week ☐month ☐year
☐other (explain)_____

d. How long did you work at your last job?_____ ☐MONTHS
☐YEARS

NOW GO TO PAGE 3

IV. DID YOU TAKE MORE TRAINING AFTER YOU LEFT TSD? (DID YOU GO TO ANOTHER SCHOOL AFTER YOU LEFT TSD?)

☐No. GO TO PAGE 4.

☐Yes. ANSWER THE QUESTIONS ON THIS PAGE.

1. Where did you go to school? (What was the name of the place where you were trained?) _____

2. What kind of training? _____

3. Did you finish the training? ☐ yes ☐no

4. Are you in school or training now? ☐ yes ☐no

5. Who paid for your training?

   ☐Family
   ☐Government (Vocational Rehabilitation, Social Security)
   ☐Other (explain) _____

6. The training was

   ☐very good ☐good ☐fair ☐poor ☐don't know

NOW GO TO PAGE 4.

V. General questions

1. Did the training at TSD help you?

☐Very helpful. Why?_____

☐Helped some. Why?_____

☐Not helpful. Why?_____

2. Do you need more training?

☐No. Go to question 3.

☐Yes. Why?_____

What kind of training do you need?_____

_____

3. How could TSD be improved?_____

_____

4. I am ☐never married ☐married ☐divorced ☐separated ☐widowed

5. Is deafness your only handicap?

☐Yes. Go to question 6.

☐No. Please list your other handicaps._____

_____

6. Do you understand how Vocational Rehabilitation (VR) can help you?
☐yes ☐no

7. Do you wear a hearing aid?

☑No. STOP HERE. THANK YOU FOR YOUR HELP. MAIL THIS FORM TO TSD.

☐Yes. Please answer the questions.

1. How long have you used your aid?_____

2. Who paid for your aid?
☐Family
☐Vocational Rehabilitation
☐Other (explain)_____

3. Does your aid help you?

☐No.
☐Yes. How does it help you?_____

_____

NOW MAIL THIS FORM BACK TO TSD. THANK YOU FOR YOUR HELP.

APPENDIX B

Code number_____

Birthdate_____ Race ☐Negro ☐Mexican-American ☐White

Sex ☐Male ☐Female

I. School Background

A. Date admitted to first school_____
B. Date admitted to TSD_____
C. Date left TSD School_____

☐Graduated
☐Terminated with a certificate
☐Terminated
☐Dropped

II. Mental Ability

A. Last IQ test administered date_____
Name of test ☐Arthur ☐WISC ☐WAIS ☐Cattell ☐Other Score_____

B. Academic Achievement

1. Last achievement test administered
Name of test ☐Stanford ☐Metropolitan Date_____

2. Overal grade level _____

III. Vocational Training

A. Number of years of vocational training_____

C. Rating of Language Skills_____

D. Rating of work habits_____

IV. Hearing Loss

A. Age of onset (nearest year)
Birth 1 2 3 4 5 other_____
B. Etiology _____
C. Last Audiometric findings
1. Date_____
2. BBA_____

_____

D. Did student wear hearing Aid? ☐yes ☐no
If yes,
1. How old was student when fitted? _____

2. How long did student wear his aid?_____

V. Other information

A. Secondary handicaps_____

B. Other_____

_____

APPENDIX C

Advisory Committee

Mr. Ralph White
Texas Rehabilitation Commission

Mr. Doyle Wheeler
Texas Rehabilitation Commission

Mr. Bert Poss
Texas Rehabilitation Commission

Mr. Carl Brininstool
Texas School for the Deaf
Texas Association of the Deaf

Mr. A. W. Douglas
Texas School for the Deaf

Mr. David Burks
Texas Rehabilitation Commission

Mr. Oscar Millican
Texas Education Agency

Mrs. Jonnie Duncan
Texas Department of Mental Health and Mental Retardation
Texas Society of Interpreters for the Deaf